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ABSTRACT

The manual was prepared for use by the classroom teacher who has the opportunity daily to incorporate oral language activities into subject matter. The program is to cover a two year period (level I for 5 and 6 year olds and level II for 7 and 8 year olds). The lessons have been planned as a supplement to daily classroom instruction. Three major units are presented, placing emphasis on listening activities or speech and language development; discussing the speech helpers including the proper use of the articulators; and teaching the consonant sounds used in the English language. Lessons include the introduction of the sound, discrimination, group participation, and additional activities such as riddles and stories involving the sounds. (Author/GD)

SPEECH IMPROVEMENT

ED041409

AND

LANGUAGE

DEVELOPMENT

BOARD OF PUBLIC INSTRUCTION

Broward County, Florida

1969

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ED041409

**SPEECH IMPROVEMENT AND LANGUAGE DEVELOPMENT
FOR
LEVEL TWO**

**Broward County Board of Public Instruction
Exceptional Child Education
Speech and Hearing Department**

1969

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

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INTRODUCTION

One of the most fundamental, personal aspects of human life is the ability to express oneself easily and effectively. Without this ability a person may be seriously handicapped in his social, emotional, educational, and vocational life. It is known that both speech and language follow a normal, sequential pattern of development. It has been demonstrated, however, that not all children develop efficiency and accuracy of **speech** sound production and language usage at the same time. Correct production of sounds and sound combinations should not be expected until after the child has reached five, six, seven, or eight years of age. A number of research studies have shown that maturation of speech can be expected as late as eight years of age. But how often we expect clear, distinct speech from first and second grade children!!!

During the past decade or two, a number of speech improvement and language development programs in the classroom have been conducted in order to determine whether this approach in the early grades is truly beneficial. Without exception, results of this research indicated both the need for and the effectiveness of such programs. These programs basically have been designed to offer all children the opportunity to improve in oral language, to eliminate many minor speech problems, and to prevent the development of more serious ones. They have not been designed to provide a speech therapy program.

A study was done in Broward County by the Speech and Hearing Department of the Exceptional Child Program. Speech therapists and classroom teachers cooperated in the presentation of a speech improvement and language development program for children in grades one and two. At the end of the study, it was determined that the program had been highly successful. Teachers' evaluations indicated that the program supplemented and strengthened their phonics

skills and reading programs. The teachers felt that the program had created a new interest in speaking and listening and had improved oral communication. The therapists found that the program had reduced the number of children requiring therapy at the third grade level.

This manual is a result of the research done in Broward County. It has been prepared for use by the classroom teacher who has the opportunity daily to incorporate oral language activities into subject matter. If speech and language skills are emphasized in many learning activities, then speech improvement and language development becomes an integral part of the child's overall development. The lessons have been planned for use as an adjunct to the regular program, as a supplement to daily classroom instruction.

The program is to cover a two year period. The first half of the manual is for level one, or five and six year olds, and the second half is for level two, or seven and eight year olds.

Three major units are presented. UNIT I places emphasis on listening activities on speech and language development. Most children hear well but many do not listen well. Listening is a skill which can be trained. When a child learns to read, he learns to discriminate the various sounds he hears in the words. Learning to pick out the sounds which begin and end words, learning the vowel sounds in the middle of words, learning to tell whether or not words rhyme all improve a child's ability to learn to speak, read, write, and spell. Children first develop a listening vocabulary, then an oral one, and finally a reading and writing one.

UNIT II discusses the "Speech Helpers." To produce speech sounds correctly, children must become aware of the proper use of the tongue, teeth, lips, jaw, soft palate, and larynx. Exercises are presented to develop this

awareness, to help pupils develop skills in proper use of the speech organs, and to encourage the conscious need for clear, distinct speech.

The consonant sounds used in the English language are introduced and taught in UNIT III. The sounds are presented in the order that most children learn to use them. During the second year of the program, special emphasis is placed on those sounds most frequently misarticulated by school age children, i.e. /s/, /r/, /l/, /th/. For each lesson in UNIT III the following sequential order is presented: a) introduction, b) identification, c) listening, d) discrimination, and e) practice using the sound. The major portion of the lesson is designed to be presented in one day and then followed by "Additional Activities for the Week" on the remaining four days. Work sheets are included in the additional activities. These may be removed from the manual and placed on a copying machine that makes ditto masters. The ditto master, then, is ready to be used for making copies for the entire class.

These materials are offered to help the teacher develop new ideas in speech and language development. This manual, hopefully, will be a foundation for enriching the oral activities in the classroom and will be of great benefit to the children of Broward County.

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LEVEL TWO

LESSON I (Review of Level I)

I. Introduction

Do you remember when we learned about speech sounds last year? Do you remember we learned how to use these sounds for good speech? Do you remember we learned many new words and many new ways to say what we want to say? Do you remember we learned about good listening habits and about our "speech helpers?"

This year we're going to learn about some more sounds, but first let's see who can help us remember some things from last year.

II. Listening

A. Who can tell me the sounds these animals make?

The	horse	bird	frog	cow	pig	lion
sheep	snake	donkey	rooster	cat		baby chick

B. Choose a few children and ask them to say the following in different ways: "How would you say it if you were:"

1. A paper boy....."Morning Times! Read all about it!"
2. A little girl....."Come, kitty, kitty."
3. The train man....."All aboard!"
4. A big train....."Toot!.Toot!"
5. A little toy train....."toot, toot!"
6. The rain....."Pitter patter, pitter patter."
7. A big giant....."Fee, fie, fo, fum!"
8. A policeman....."Stop!"
9. A sailor....."Land, ho!"
10. A sergeant in the army...."Attention!", or "Right face!"
11. A jet taking off....."Whoosh!"
12. A nice teacher....."Good morning, children."

C. Rhyming words. Children are to fill in the blanks of the nursery rhymes:

Jack and Jill
went up the_____.

Mary, Mary,
quite_____.

Little Jack Horner
sat in the_____.

Peter, Peter,
pumpkin_____.

Ding, dong bell
Pussy's in the_____.

Three little kittens
have lost their_____.

Little Miss Muffet
sat on a _____.

Bye, bye bunting,
Daddy's gone _____.

Little Bo-Peep
has lost her_____.

Hickory, dickory dock,
the mouse ran up the_____.

LESSON I

III. Speech Helpers

A. Who can name all the Speech Helpers? How do each of these help?

nose	tongue	palate	voice box (larynx)
lips	teeth	jaws	lungs

B. Read, "Lucky Lucy Locket" as a review of all the speech mechanism exercises. Children are to imitate the activities in parentheses. (See pages 27, 28, and 29 Level I.)

C. Guessing Game: Read the following sentences and have the children guess what sound each one emphasizes. Then tell the children that tomorrow they will begin a general review of these sounds.

- (p) Peter Piper picked a peck of pickled peppers.
- (b) The bug in the book bit the bear in the back.
- (m) Many mumbling men made a mountain out of a molehill.
- (w) A wee witch in a wishing well winked at the wise wolf in the wagon.
- (wh) The white wheat whistled, whipped, and whirled in the wheelbarrow.
- (t) Tell a tall tale of a toy tiger tip-toeing into town.
- (d) The daffy duck dirtied his downy down in the dusty dirt.
- (n) The nut hatch nested in the niche of a nut tree.
- (h) The horse had a heaping helping of hay.
- (y) The youth yearned to yodel but his yodeling made the yak yowl and yelp for help.
- (f) Four and forty foolish foxes filed along the farmer's fence.
- (v) Very vain Virginia lived in a village in a violet valley.
- (k) Kooky cookie cutters cut cookies of cows, cats, cars, kites and keys.
- (g) The golden goose and the giddy goat gave the gabby girl a good game.
- (ng) Sing, song, ding-dong; singing and ringing, spring is swinging.
- (l) A lazy lion had a little litter of lazy lions.

IV. Additional Activities for the Week

A. Review of (p), (b), (m), (f), (v)

1. Discuss how each sound is made. Show that they all require lip movement and usage.
2. Let the children practice each sound with the vowels:

pa	ba	ma	fa	va
pe	be	me	fe	ve
pi	bi	mi	fi	vi
po	bo	mo	fo	vo
poo	boo	moo	foo	voo

LESSON I

3. Poetry: Children are to name the sounds emphasized in each poem and name all the words using that sound. They may join in on those phrases that lend themselves to group participation (e.g. "pop, pop, pop," etc.)

"Popcorn A-poppin"

The popcorn pips go "pop, pop, pop,"
As they dance around the pan.
They sound so happy, "pop, pop, pop,"
And they pop as fast as they can.

Oh, such a racket, "pop, pop, pop,"
Sounds almost like a fight.
And when there's no more pop, pop, pop,
Yellow kernels have turned fluffy and white.

Noises

Bees in the beehive, "buzz, buzz, buzz."
Sheep in the meadow, "Baa, baa, baa."
When it's below zero, "Brr, brr, brr."
Workmen a-building, "Boom, boom, boom."
Hammers a-hammering, "Bang, bang, bang."
Water in the teakettle, "A-boiling, a-boiling."
Little winding brook, "Bubbling, bubbling."
Ghosts in a hunted house, "Boo, boo, boo!"

Three Little Kittens

Three little kittens put on their mittens
To eat their Christmas pie.
"Meow, meow, meow, meow,"
To eat their Christmas pie.

Three little kittens they lost their mittens
And they began to cry.
"Meow, meow, meow, meow,"
And they began to cry.

You naughty kittens, go find those mittens,
or you shall have no pie."
"Meow, meow, meow, meow,"
or you shall have no pie."

The three little kittens they found their mittens
"Now we can have some pie.
Meow, meow, meow, meow,
Now we can have some pie."

--anonymous

LESSON I

(f)

A flea and a fly in a flue
Were imprisoned, so what could they do?
Said the fly, "Let us flee,"
Said the flea, "Let us fly,"
So they flew through a flaw in the flue.

The Prodigal Egg

An egg of humble sphere
By vain ambition stung,
Once left his mother dear
When he was very young.

"Tis needless to dilate
Upon a tale so sad;
The egg, I grieve to state,
Grew very, very bad.

At last when old and blue,
He wandered home, and then
They gently broke it to
The loving mother hen.

She only said, in fun,
"I fear you're spoiled, my son!"

--anonymous

4. Sentence Completion: Children are to choose the word that has one of the sounds in it:
- a. Do you want apple or cherry _____? (cake, pie, icecream)
 - b. It's best to be _____. (happy, sad, angry)
 - c. Oops! I broke the _____. (glass, cup, saucer)
 - d. The park ranger said not to feed the _____. (elk, squirrels, bears)
 - e. Six is a _____. (number, letter, numeral)
 - f. It's fun to watch a _____ scurry to his home at the beach. (sandfly, fish, crab)
 - g. Father needed a _____ to put the picture on the wall. (wrench, hammer, saw)
 - i. The Smiths bought a new _____. (house, spoon, car)
 - j. Please put the _____ on the table. (fork, spoon, cup)
 - k. I love to watch the _____ at the zoo. (elephant, lion, monkey)
 - l. That tree has a beautiful _____. (blossom, branch, leaf)
 - m. Tommy sent Martha a _____. (valentine, rose, present)
 - n. The boats go up the _____. (ocean, lake, river)
 - o. Mother lost a _____. (shoe, glove, pin)

LESSON I

B. Review of (w), (wh), (h), (y)

1. Discuss how each sound is made and what speech helpers are needed to make these sounds.
2. Put the sounds with the vowels:

wa	wha	ha	ya
we	we	he	ye
wi	whi	hi	yi
wo	who	ho	yo
woo	whoo	hoo	yoo

3. Poetry

When I go Fishing

When I go fishing
I'm always wishing
Some fishes I will get;
But while I'm fishing,
The fish are wishing
I won't; just harder yet.

And all those wishes,
Of the fishes,
Every one came true;
So all my wishes
To get fishes
Never, never do.

--unknown

Whistles

I want to learn to whistle,
I've always wanted to;
I fix my mouth to do it, but,
The whistle won't come through.

I think perhaps it's stuck, and so,
I try it once again;
Can people swallow whistles,
Where is my whistle then?

--unknown

I have a Doll

I have a doll, I have a book,
I have a big white ball;
I have a ring, I have a toy,
I have a place for all.

I have a gun, I have a dog,
I have a rubber ball,
I have a train, I have a wheel
I'm glad I have them all.

--unknown

(y)

Cowboys ride all through the day,
Yippie yi, yippie yi, yippie yea!
Working hard to round up strays,
Yippie yi, yippie yi, yippie yea!
Loading heavy bales of hay,
Yippie yi, yippie yi, yippie yea!
Working till the end of day,
Yippie yi, yippie yi, yippie yea!

LESSON I

4. Pantomime. Choose a few children to do the following and have the rest of the class guess activity.

- a. Can you whirl around?
- b. Can you wake up?
- c. Can you hum?
- d. Can you yawn?
- e. Can you whistle?
- f. Can you walk?
- g. Can you dig a hole?
- h. Can you steer a yacht?

C. Review (t), (d), (n), (l)

1. Discuss how these sounds are made and what speech helpers we need to make them.

2. Put the sounds with the vowels:

ta	da	na	la
te	de	ne	le
ti	di	ni	li
to	do	no	lo
too	doo	noo	loo

3. Poetry

Tick Tock

Tick, tock, tick, tock,
Merrily sings the clock.
It's time for work,
It's time for play,
And so it sings
Through all the day.

Tick, tock, tick, tock,
Merrily sings the clock.

--anonymous

How Creatures Move

The lion walks on padded paws,
The squirrel leaps from limb to limb,
While flies can crawl straight up a wall,
And seals can dive and swim.

The worm, he wiggles all around,
The monkey swings by his tail,
And birds may hop upon the ground,
Or spread their wings and sail.

November

No shade, no shine,
No butterflies, no bees,
No fruits, no flowers,
No leaves, no birds,
November.

--unknown

LESSON I

Diddle-y Diddle-y Dumpty

Diddle-y-diddle-y-dumpty, Half a crown to fetch her down,
The cat ran up the plum tree, Diddle-y-diddle-y-dumpty.

4. Rhyming

- a. Something to play with and rhymes with boy. (toy)
- b. Something to put in an envelope and rhymes with better. (letter)
- c. Something to love and cuddle and rhymes with bat. (cat)
- d. Something to pat and chase and rhymes with log. (dog)
- e. Something good to eat and rhymes with dandy. (candy)
- f. Something to dig in and rhymes with hand. (sand)
- g. Something that helps us talk and rhymes with rose. (nose)
- h. Something to buy a gum ball with and rhymes with many. (penny)
- i. Something we have two of and rhymes with peg. (leg)
- j. Something that is very hot and rhymes with fun. (sun)
- k. Something that helps us count and rhymes with seven. (eleven)
- l. Something that rings and rhymes with tell. (bell)

D. Review of (k), (g), (ng)

1. Discuss how the sounds are made and what speech helpers we need to make these sounds.
2. Put the sounds with the vowels;

ka	ga	ang
ke	ge	eng
ki	gi	ing
ko	go	ong
koo	goo	oong

3. Poetry

The Little Cow

This little cow eats grass;
This little cow eats hay;
This little cow drinks water;
And this little cow runs away.
This little cow does nothing
But just lie down all day.

--Mother Goose

Little Girl, Little Girl

"Little girl, little girl, where have you been?"
"Gathering roses to give to the Queen."
"Little girl, little girl, what gave she you?"
"She gave me a diamond as big as my shoe."

--Mother Goose

LESSON I

Holiday Park

What are you playing, Ringo?

I am climbing up a ladder.

What are you playing, Bing?

I am sliding on the slide.

What are you playing, Ringo?

I am swinging on the swing.

What are you playing, Bing?

I am hiding under a big turtle.

What are you playing, Ringo?

I am riding on a big train engine.

What are you playing, Bing?

I am crawling through a big pipe.

What are you both playing, Ringo and Bing?

We're skipping a rope and singing a song.

4. Opposites

- a. The opposite of hot is _____. (cold)
- b. The opposite of stop is _____. (go)
- c. The opposite of short is _____. (long)
- d. The opposite of warm is _____. (cool)
- e. The opposite of boy is _____. (girl)
- f. The opposite of old is _____. (young)
- g. The opposite of can is _____. (can't)
- h. The opposite of bad is _____. (good)
- i. The opposite of weak is _____. (strong)
- j. The opposite of give away is _____. (keep)
- k. The opposite of sad is _____. (glad, gay)
- l. The opposite of autumn is _____. (spring)

LESSON 2 (sh)

I. Introduction

(Show children picture of rocket) Who has seen a rocket? Have you seen one on T.V., in magazines, in the newspapers? Does it travel fast or slowly? What sound do you think it makes? (SH)

Let's listen for (sh) in this poem.

The Old Woman

There was an old woman
And nothing she had;
And so this old woman
Was said to be mad.
She'd nothing to eat,
She'd nothing to wear
She'd nothing to lose,
She'd nothing to fear,
She'd nothing to ask,
She'd nothing to give,
And when she did die,
She'd nothing to leave.

unknown

Let's say our new sound friend with the vowels -

sha she shi sho shu

II. Discrimination:

A. Let us point our hands above our heads just like a rocket whenever we hear the (sh) sound. (Place palms together pointing upward, bend elbows and push hands up over head.)

show	box	shark	shop
see	ship	stay	short
shine	sell	thought	sack
she	thin	sheep	shell

B. Where is it? beginning, middle or end?

ship	show	station
shop	shine	cushion
rush	fishing	shark
pushing	wash	she

III. Group Participation:

A. Let's all be spacemen. We are going to count down. When I press the launch button, we will take off with our sound into outer space. Hands above head in rocket position - READY? 10-9-8-7-6-5-4-3-2-1-- BLAST OFF!!!!!!

LESSON 2

B. Things we do before we come to school. Teacher pantomimes and children guess the activity. Then children participate in activity.

1. Pretend to wash hands
2. Pretend to brush teeth
3. Pretend to wash face
4. Pretend to brush hair
5. Pretend to shine shoes

C. Let's find the missing word.

1. We all wear two of these on our feet. (shoes)
2. We use this to dig in the sand. (shovel)
3. This is something that sails on water. (ship)
4. Boys wear this and it rhymes with skirt. (shirt)
5. You find these on the sand near the ocean. (shells)
6. This is something we put our food on. (dish)
7. It swims and we catch it on a hook. (fish)
8. If you had to jump from a plane, you would use this. (parachute)
9. You take the train from this place. (station)
10. This thing helps us to keep clothes clean. (washing machine)

IV. Additional Activities:

A. Have children listen for the (sh) sound in shoe, shop, shine. Children are to supply additional words containing the (sh) sound. Now have the children listen for their new sound as you read the following story:

"Space Ship Destination"

(This story emphasizes the (sh) sound. It is not finished on purpose. The children are to finish it by reviewing the names of the planets and the (sh) words in the story.)

Do you know the names of the other planets besides our Earth that revolve around the sun? Closest to the sun is Mercury, which is especially hot. Then there is Venus, and next comes our Earth. A little farther out from us, Mars is next; then, in order, going away from the sun, are Jupiter, Saturn, Uranus, Neptune and Pluto.

Our story is about the future. Maybe some day it could happen to you, or maybe to your grandchildren. When we want to take a long trip by air, we sometimes go to a travel bureau, do we not? Mr. and Mrs. Shelton and their children, Michele and Sherman, are going on a vacation and they went to a travel bureau by the name of "Sharpshooter Space Ship Travel Agency". There were lots of posters advertising and pushing for space trips:

LESSON 2

"Shove off for Mars in our Sure-fire Space Ship the Shamrock Special", "Don't shiver here this winter: the sunshine on Venus is sure to please you;" "Take the Shoestring Special to Jupiter, the Shangri-La of outer space;" Share with your shipmates a special shake-down cruise to the moon;" or, "Vacation at the plush Marsh Chateau on Saturn's glacier".

What all will the Sheltons have to take into consideration before they make up their minds? How much money, how much cash we have to spend, is important. Some of the Space Ship tours are of course more expensive than others. Mr. Shelton had already counted his "shekels" and was wishing he had more. All vacationers, or perhaps I should say, most of us, wish we had more cash for our trips.

Mrs. Shelton is sure to have thought of the clothes she will have to pack for the family. If they travel nearer to the sun they will need only light weight shoes, shirts, shifts, and Mr. Shelton could probably get by with a light sharkskin suit. However, if they go farther away from the sun they will have to take heavier clothing, like galoshes, heavy shaggy sheepskin coats, and warm hats and shawls.

Another important consideration in space ship travel would surely be safety. One would be rather short-sighted not to think of this, do you not think? The salesman at the Sharpshooter Space Ship agency assured Mr. Shelton, "All our space ships have a protective sheath of extra-strong special sheet-metal that shields the passengers from sudden shifts in direction and showers of cosmic rays too. They all have shatter-proof portholes. There is absolutely no shimmy during flight. The doors are shut automatically. There are special heavy-duty shock absorbers for safe landing at the stations. Parachutes are provided for all passengers (?!?!). Everything is shipshape on our shiny new space ships."

Mr. and Mrs. Shelton, Michele, and Sherman didn't rush to make a decision. They found that they shared the same wishes as to where they would most like to go. Mr. Shelton then paid the cashier and they went home to pack.

The Shelton family was a most excited family when the day for the push-off from the earth arrived. At the space ship station, all passengers were shown to their seats, the doors were shut tight, and all was ready. They waited patiently. Now--they heard, "Ignition--sh-----SH!" (children can join in this, starting softly and gradually getting louder) They were off with a big she-bang!!

Now you must finish the story. Can you guess their destination? Where would you like to go if you could take a Space Ship Special tomorrow?

LESSON 2

B. Riddles for the (sh) sound.

1. What word becomes shorter if you add two letters to it? (shortER)
2. What kind of stone is a fake? (shamrock)
3. What kind of a room is never part of a house? (mushroom)
4. Though I dance at a ball, I am nothing at all. What am I? (shadow)
5. What horse lives underground? (horseradish)
6. What is black and white and red all over? (a blushing zebra)
7. What kind of cat is not afraid of the water? (catfish)
8. Where does Friday come before Thursday? (in the dictionary)

C. Worksheet: (Make an extra copy of the worksheet of 15 pictures for D.) Child is to cut out and paste the picture next to the picture in the rocket that matches it. Only one picture in each line of pictures matches.

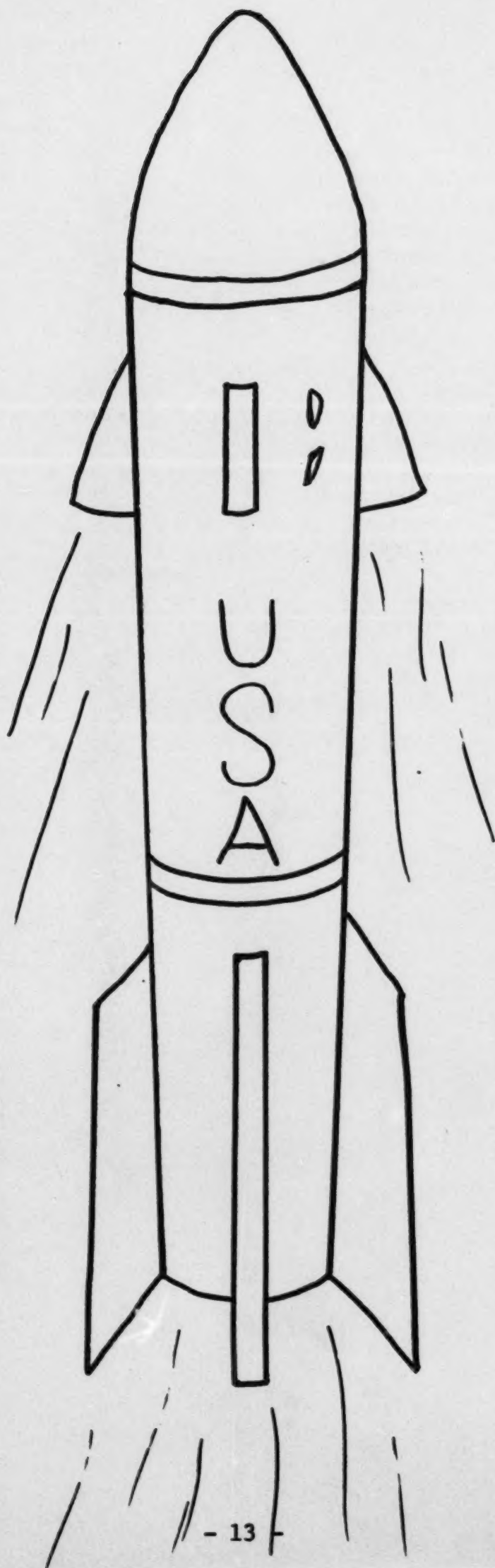
airplane - parachute
foot - shoe
waves or ocean - ship
comb - brush
rod - fish

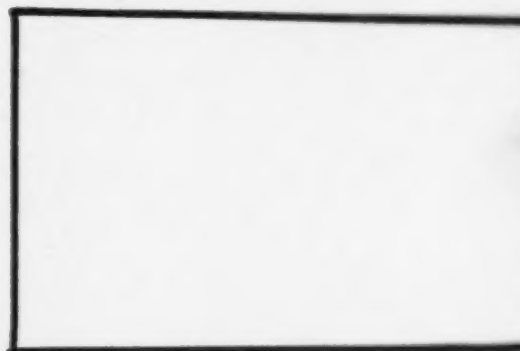
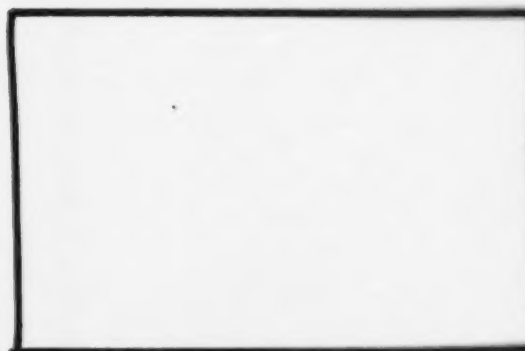
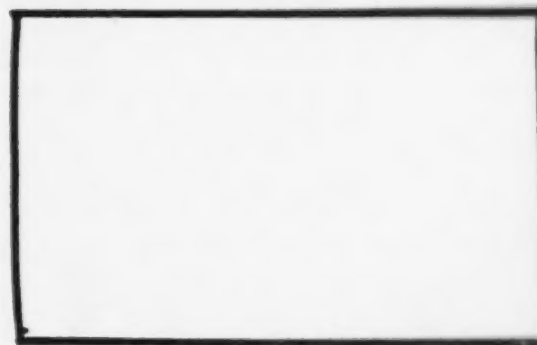
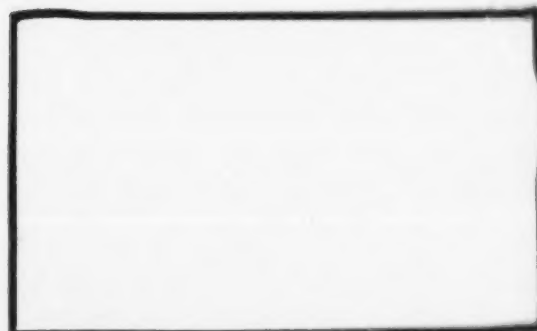
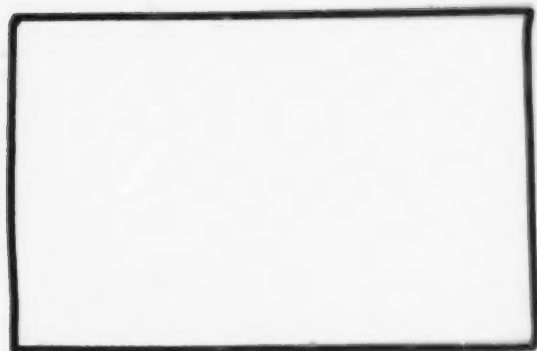
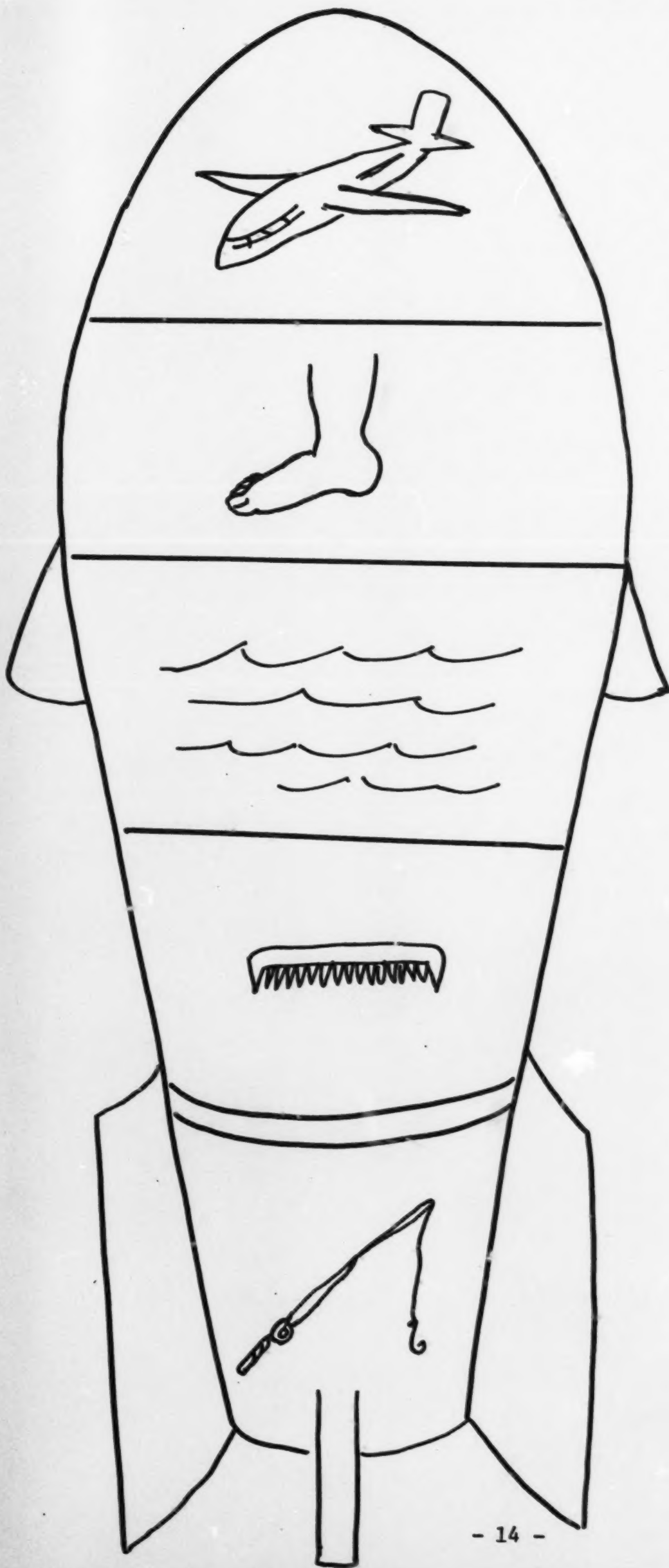
D. Cut out the 15 pictures from one worksheet. Place the pictures face down. Select a child to choose a picture from the pile on the desk. Class says in unison:

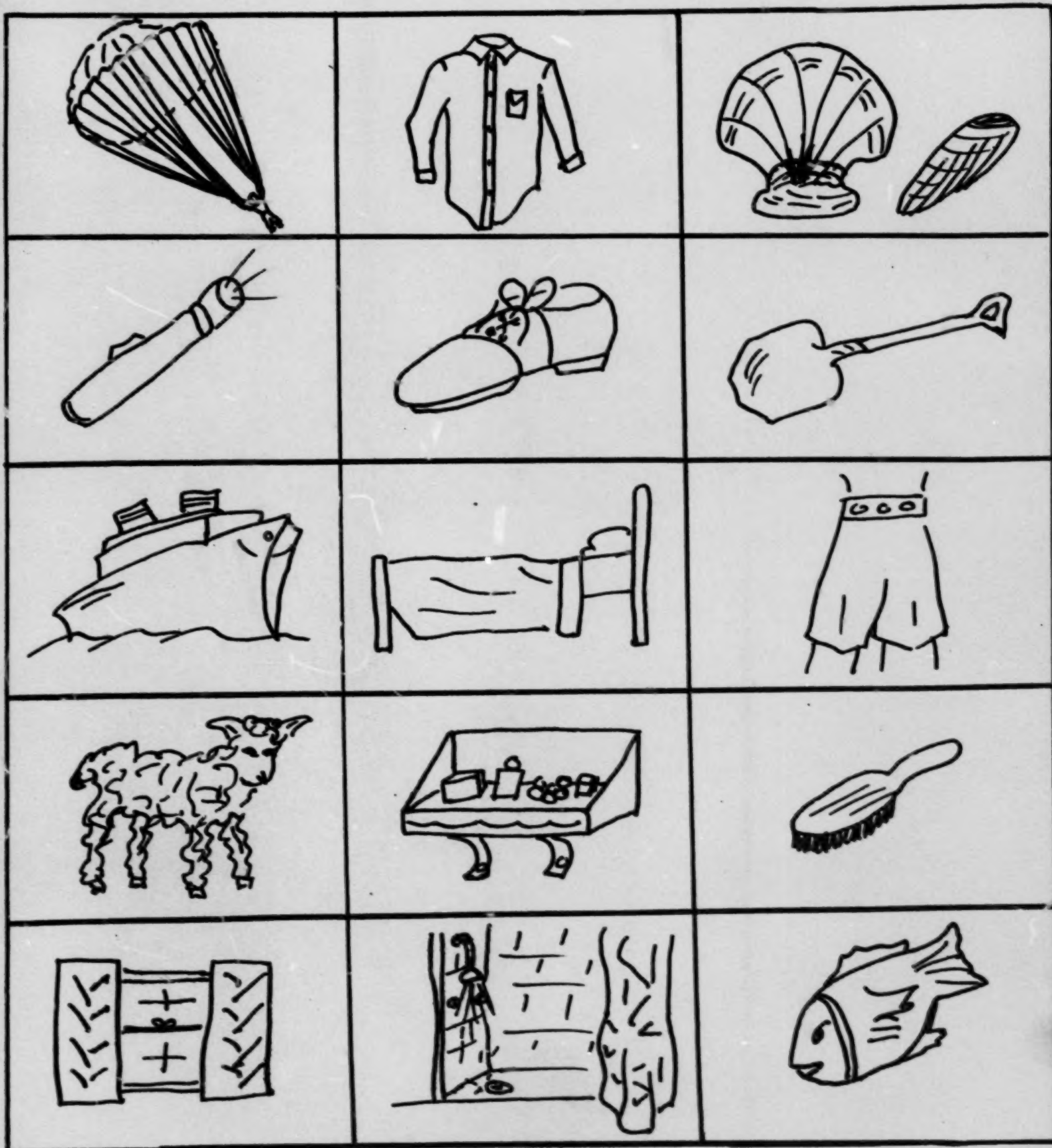
"Show me, show me what you have."

Child responds

"I have a _____."







LESSON 3 (sh)

I. Introduction

- A. We've been talking about the (sh) sound this past week. Can you make the (sh) sound? Good! How many words in this poem have the (sh) sound? What are they?

Curly Locks

Curly Locks, Curly Locks,
Wilt thou be mine?
Thou shalt not wash dishes
Nor yet feed the swine,
But sit on a cushion
And sew a fine seam
And feed upon strawberries,
Sugar and cream.

--Mother Goose

- B. Let's say (sh) with the vowels, but this time we'll say our vowels first and then the (sh) sound.

ash esh ish osh oosh

Now we'll say it with the vowel in the middle, like this:

asha eshe ishi osho ooshoo

II. Discrimination

- A. Let's point our hands above our heads just like a rocket whenever we hear the (sh) sound.

ash	fish	action	dishes
star	call	part	play
lash	rush	see	sunshine
table	rug	ocean	moon

- B. Does (sh) sometimes mean to be quiet? If the baby is asleep, mother puts her finger to her lips and says "sh". Put your finger to your lips and say (sh). When you hear a word with (sh) at the end of the word, the BOYS put their fingers to their lips. If the (sh) sound is in the middle of the word, the GIRLS put their fingers to their lips. Ready?

tree	boy	thick
mashes	girl	nation
go	ashes	stop
ash	little	Sunday
ocean	hush	vacation
fish	lash	sing
flashlight	flash	dishes
station	wish	washing

LESSON 3

III. Group Participation

A. Children are to listen for all the kinds of shoes mentioned in the following questions and then select the proper shoe. Have the children make up some more combinations.

1. Which shoes would you wear to play tennis? (tennis shoes or riding boots)
2. Which shoes would you wear to dance a ballet? (wooden shoes or ballet shoes)
3. Which shoes would you wear to go on a hike? (hiking shoes or beach shoes)
4. Which shoes would you wear to go for a boat ride? (rubber soled shoes or golf shoes)
5. Which shoes would you wear to a party? (new shoes or old shoes)
6. Which shoes would you wear to walk in snow drifts? (snowshoes or horseshoes)
7. Which shoes would you wear to play football? (cleat shoes or moccasin shoes)
8. Which shoes would you wear to walk in the jungle? (high top shoes or loafer shoes)

B. Children select the correct (sh) word or words in the sentences.

1. Rockets can _____. (shoot into the sky; fly in the air; take off from the ground)
2. I wear _____ on my feet. (slippers, shoes, socks)
3. There is a thunder _____ coming up. (bird, shower, dog)
4. He likes to wash _____. (dishes, cans, clothes)
5. Every summer we take a long _____. (hike, picnic, vacation)
6. I saw a movie about a pirate _____. (flag, skull, ship)
7. Now you can cut out a paper _____. (hat, fish, airplane)
8. The carrot slice should be placed in _____. (the ground, a dish, your oven)
9. You are to look for words that _____. (do not belong, rhyme, have (sh) in them)
10. If you jumped out of an airplane you need a _____. (bucket, parachute, basket)

IV. Additional Activities for the Week

A. Read "The Library" to the children and have them listen for the (sh) sound.

The Library

Miss Shaw works at the library. She knows all about books. She knows all about children, too. Miss Shaw has worked at the library a long time. She often tells the children that soon she will have her pension and will rest 'with their permission.' Even though they do not understand all Miss Shaw says, the children all love her.

LESSON 3

Miss Shaw also knows just what books boys and girls like to read. One day Sharon and Josh came into the library.

"Hello, Miss Shaw," they said. "We want to read just for fun."

"Now then," Miss Shaw said, "Do you want to read about fish, the ocean, machines, ships, nations, some dishes, some slush, the shore, a window shade, some sugar, a shirt, some squash, hash, a good wish --- oh, my! I can even find you a book about a girl named Tish."

"Thank you," said Sharon. "I think I would like a book about fish." Miss Shaw went to the bookshelf and gave Sharon a book. The name of the book was Patricia, The Shiny Fish.

"Now then, Josh," said Miss Shaw, "What kind of book would you like?" "I would like a book about a ship."

Sharon and Josh went home and when they had finished their books, they took them back to the library. "Well," said Miss Shaw. "Did you finish your books and what were they all about?"

"I finished my book," said Sharon. "It was fun to read. It was about a shiny fish and her name was Patricia. And it was about other fish, and the ocean, and how Patricia swished when she swam, and how salt comes from the ocean to be put in salt shakers for humans."

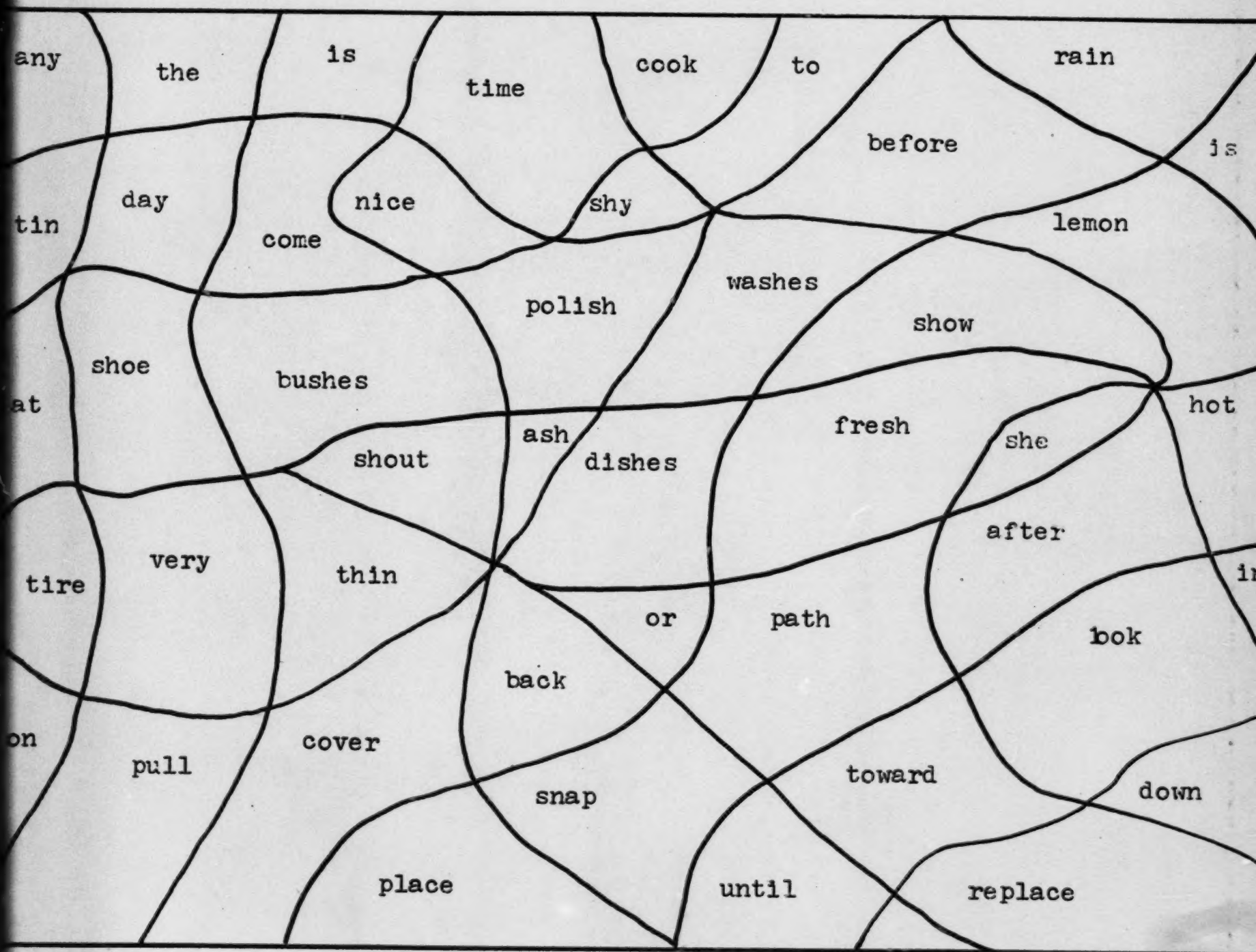
"My book", said Josh, "was about a ship named Bashful, and pirates and ocean blue and their mission was to collect all the sea shells and let the nations see how beautiful they were."

"Good," said Miss Shaw. "I hope you will come back soon."

Both Sharon and Josh promised they would.

- B. Have the children draw a picture about the story, choosing some of the (sh) words in it to put in the picture.
- C. Worksheet: Children are to color only those spaces with (sh) words, saying the words carefully. They should have a fish when they are finished.
- D. Riddles: Can the children guess the kinds of fish in these riddles?
- | | |
|---|-------------|
| 1. What is a fish of precious metal? | (goldfish) |
| 2. What fish is man's best friend? | (dogfish) |
| 3. What fish is a royal fish? | (kingfish) |
| 4. What fish purrs when it is happy? | (catfish) |
| 5. What fish is used by a fencer? | (swordfish) |
| 6. What fish is seen only at night? | (starfish) |
| 7. What fish goes with peanut butter and bread? | (jellyfish) |
| 8. What fish is a good fish? | (angelfish) |
| 9. What fish is a bad fish? | (devilfish) |
| 10. What fish can cut wood? | (sawfish) |

Color in any of the spaces that have a word with the (sh) sound. Say these words quietly as you color the space. Can you find the picture? What is it?



LESSON 4 (zh)

I. Introduction

- A. Last week we were all rockets blasting off - remember? - (sh). This week our new sound is (zh). (Explain it is the same as (sh), but with voice - voice box vibrates) Read following verse; children are to listen for words with (zh) sound.

A Dream of Treasure

In my dreams I had a vision
Of sunken treasure off the coast.
But pirates boarded, with much persuasion,
And left me neither treasure nor boat.

- B. Let's put the (zh) sound with the vowels:

zha zhe zhi zho zhu

II. Discrimination

Let's make a circular movement with our hand (as in space) when we hear our new sound. We will find it only in the middle or at the end of a word.

treasure	closet	explosion
vision	television	usual
supper	pleasure	unusual
something	rouge	answered
measure	mother	confusion
garage	sister	decision

III. Group Participation

- A. Write these four words on the board: vision, treasure, measure, rouge. Read the sentence, omitting the underlined word and have the children supply the missing word.

1. Mother uses rouge on her checks.
2. Did you find the treasure chest?
3. Please measure my height.
4. The boy wears glasses to help his vision.

- B. Read the following story. At the conclusion of the story, go over the (zh) words and ask questions pertaining to these words.

Did you ever see a pirate? Here's one. (hold up picture) Pirates were always looking for treasure. I'm going to tell a story of a pirate in search of a treasure.

As the big monstrous ship sailed across the Atlantic Ocean, Peg-Leg Bozher shouted his orders. He scanned the waters - gazing back and forth - . Then he saw it! "Land ho! Land ho!" He saw the most

LESSON 4

unusual vision that he had seen in a long time. The majestic palms reached to the skies. The sand was like silver shining in the noonday sun. "This is where I will find my treasure," said Peg-Leg Bozher. "It looks like Pleasure Island." The great ship with its skull and cross bones fluttering furiously in the breeze dropped anchor. "Take to the boats!" he shouted. The pirates lowered the boats into the water. They entered the boats and started rowing. They rowed and rowed until they came to the land where Peg-Leg Bozher would find his treasure. "Everyone out of the boats!" He pulled his treasure map from his pocket. It said 17 paces north of the tree stump. After finding the tree stump, he measured the paces in the usual way. He took 17 giant steps north from the tree stump. The map said four paces east, passing over coral rock. He measured four paces east. "X" marked the spot on the treasure map. The Pirates started digging. They dug and dug and dug. One shovel struck something! They started digging faster. There lay the treasure! In all the confusion they had visions of diamonds, rubies, pearls, gold and silver. Peg-Leg Bozher had to make a decision. He was very mean. He said to himself, "should I share the treasure with all the men, or should I keep it for myself?" Then he thought - "Well I will make the decision after I see what is in the treasure chest." The lock was opened, the hinges were creaking - the heavy lid was opening slowly - it opened wider - and wider. The pirates stood with their eyes wide and their mouths gaping open! There it was - the treasure! ! ! What do you think the treasure was?

IV. Additional Activities

A. Which word belongs - supply the missing word containing (zh):

1. The boy found a _____ in the hole. (treasure, table)
2. _____ the floor before you buy a rug. (mow, measure)
3. It is a _____ to go to the movies. (pity, pleasure)
4. The nurse said my _____ is perfect. (vase, vision)
5. We have a _____ set. (television, train)
6. School will be open at the _____ time. (usual, same)
7. A lion cub was his _____ pet. (unusual, unwanted)
8. The _____ door was open. (kitchen, garage)
9. She uses _____ on her cheeks. (lipstick, rouge)

B. Read the following story. Have the children pick out the (zh) words. Discuss some television programs the children may like.

Mother and father worried that Richie and Donna were watching too many television commercials. Since school was out the children had had too much leisure time on their hands. Their parents thought that watching too many commercials might cause confusion in the minds of their children. Mother and father made a hard decision and limited the time the children were to watch television.

Instead of the explosion they expected from Richie and Donna, the children used the occasion to write this little poem for their parents:

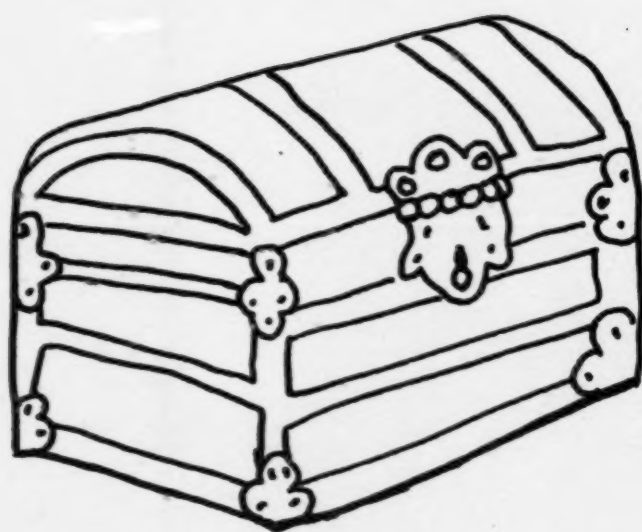
LESSON 4

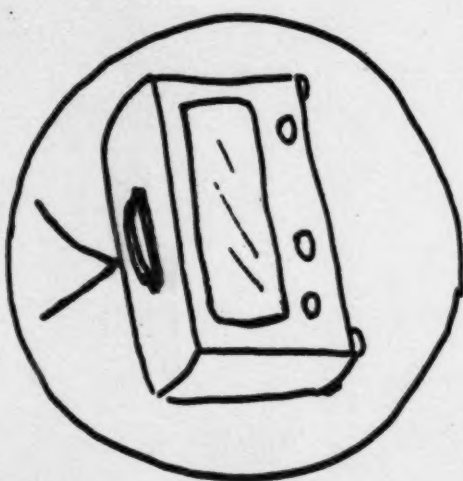
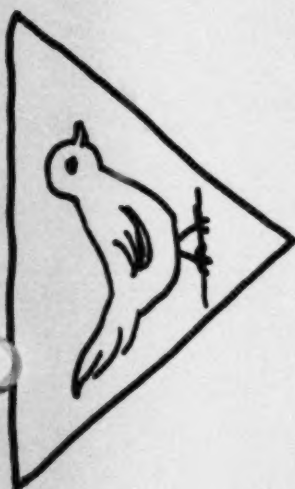
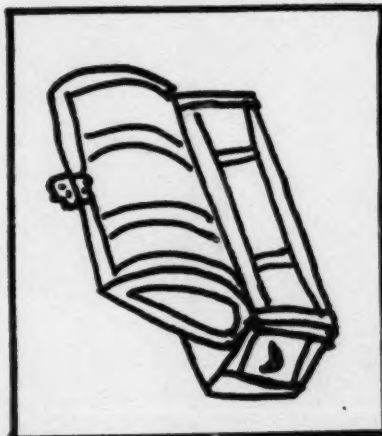
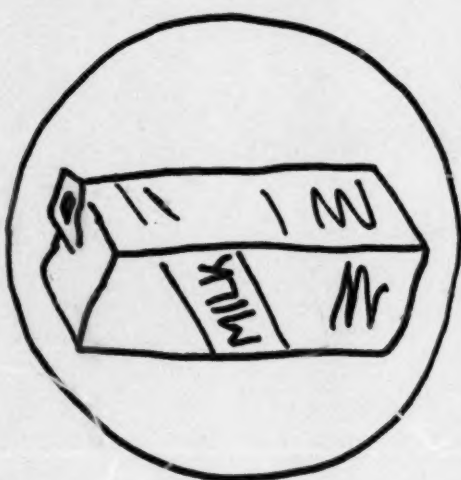
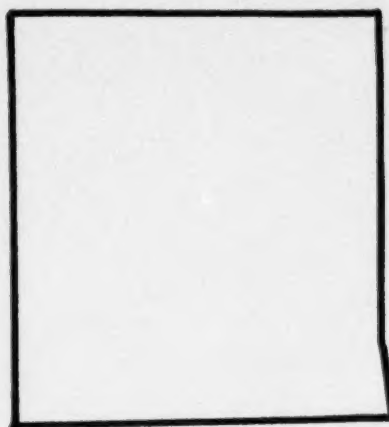
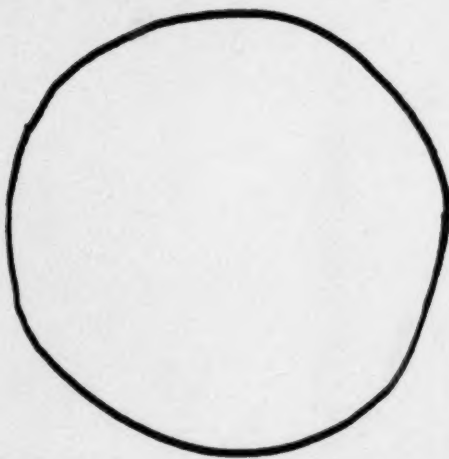
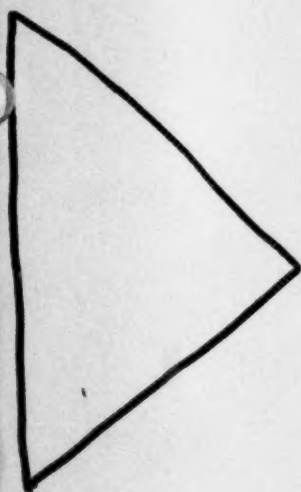
Television ads are full of persuasion,
Promising everything from treasure to pleasure.
So we must each make our own conclusion,
Knowing they don't always come up to measure.

- C. Worksheet: Explain to the children that the last column of shapes are empty. They are to cut out the shape containing the (zh) sound and paste it on the matching empty shape.

1. measuring cup
2. television
3. measure
4. treasure
5. garage

- D. Review the story of Peg-Leg Bozher and the treasure. Talk again about the kinds of treasure the children would like to find. Let them draw a picture of their favorite treasure.





LESSON 5 (ch)

I. Introduction

- A. Today we have another new sound to learn. I'm going to read a "tongue twister" and I want you to listen carefully to it. Listen and see if you can guess the new sound when I am finished.

The Woodchuck

How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He'd chuck all the wood that a woodchuck could
If a woodchuck could chuck wood.

Have you guessed which sound it is? That's right - (ch). This sound is very much like the (sh) sound except you must pretend to chop with your tongue or bounce the tip of your tongue off your palate - like this.

- B. Let's try it with the vowels:

cha che chi cho chu

II. Discrimination

- A. Let's pretend to make a paper chain with our fingers (demonstrate.) Each time you hear a word with the (ch) sound, make a link; words without the sound, break the chain.

chair	time	let	church
chew	chop	cheer	chain
child	chin	down	not
book	milk	up	chance
same	cheese	cherry	chart

- B. Where is it? beginning, middle, end?

child	cheese	mischief	cherry
chop	catcher	match	chicken
ranch	church	butcher	inch
book	speech	lunch	pitcher

III. Group Participation

- A. Let's all be trains.

Use the following to tune of "Three Blind Mice:"

"Choo, choo, choo, Choo, choo, choo",
The train starts out slow
But soon it begins to go

LESSON 5

The musical train goes merrily
Down the track so carefully
As the whistle toots so cheerily
"Choo, choo, choo!"

How we're going to leave the station slowly and go faster and faster.
Are you ready?

ch - ch - ch - ch - ch
ch ch ch ch ch ch ch ch
chchchchchchchchchchch

- B. Pick five children to be the train. Have them place their hands on the waist of the child in front of them and while the class makes the (ch) sound, they "travel" around the room. Have these five children choose five more children and continue the activity.
- C. Read these sentences and have the children supply the missing word. Answers should contain the (ch) sound.
- | | |
|---|----------|
| 1. This is something we sit in. | chair |
| 2. This is something we all have below our lips. | chin |
| 3. In order to swallow our food we must do this. | chew |
| 4. This is something that we do with an axe | chop |
| 5. This is the leader of a tribe of Indians. | chief |
| 6. This is something that lays eggs. | chicken |
| 7. This is a place where we go to pray. | church |
| 8. This is something that has links and rhymes with rain. | chain |
| 9. This is another word for boys and girls. | children |
| 10. This is the one that helps us most in school. | teacher |
- D. Read the following poem. Have the entire class participate in the suggested movements.

The Chee-choo Bird

A little green bird sat on a fence rail
Chee-choo, chee-choo, chee!
Its song was the sweetest I ever have heard
Chee-choo, chee-choo, chee!
I ran for some salt to put on its tail
Chee-choo, chee-choo, chee!
But while I was gone, away flew the bird
Chee-choo, chee-choo, chee!
--unknown

IV. Additional Activities

- A. Have the children listen for the (ch) sound in the following story:

LESSON 5

Chester the Cheshire Cat

Charlie the Chinaman had a little Cheshire kitten who couldn't grin. Little Chester was afraid that if he couldn't learn how to grin he could never be a Cheshire cat. He decided to ask Chowder, the Chow dog, if he could help him to learn to smile.

The Chow dog could only say, "Chow, chow."

Chester repeated, "Chow, chow," very clearly, but it did not help him to smile. Sadly, he left the house. Perhaps if he went for a walk he might meet someone who could help him.

He met Cheery, a little chickadee, who asked him why he was so sad. When Chester explained that he couldn't smile, Cheery answered, "Cheer, cheer."

Chester repeated, "Cheer, cheer," just as Cheery had said it, but it didn't bring a smile to his face.

He walked on until he met Chatty, the chipmunk. And what do you suppose Chatty said to him? Yes, "Chat, chat."

And Chester said it too, "Chat, chat," but no smile came. He walked and walked, until he found himself at the zoo. Surely here he could find someone to teach him to smile!

The first cage he passed was the home of Chimmy, the Chimpanzee. Chimmy answered, "Chim, chim," to Chester's plea.

"Chim, chim," Chester tried. No smile. Next he came to the cage where Cheezer, the cheetah, lived. Can you guess what Cheezer asked him to try to say? Yes, it was, "cheese, cheese."

Was that a smile on Chester's face when he repeated, "Cheese, cheese?" Yes, he could feel that he was smiling at last! He gave Cheezer a great big smile with a chuckle thrown in for a thank you. Then he raced home, grinning all the way, his cheeks way out, so happy that now he could at last be a proper grinning Cheshire Cat!

- B. Poetry: Teacher reads these three short verses and children name the words with the (ch) sound in each verse:

"Cheeree, cheeree, cheeroo,"

"Chim, chim, cheeree,"

"Cheerup, cheerup, cheeroo,"

The mockingbird sings all three.

Robins in the cherry tree,

Now we know it's spring,

They are happy as can be,

"Cherries are ripe," they sing.

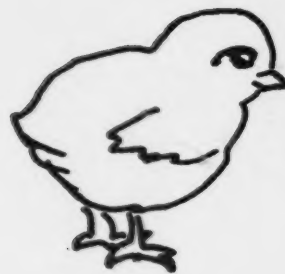
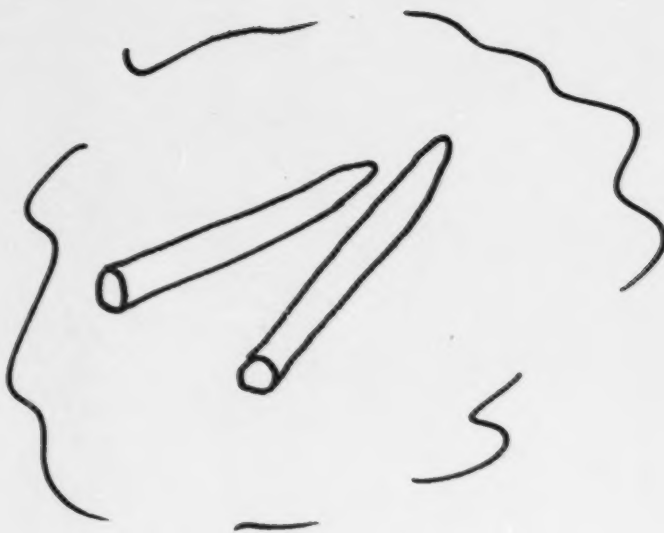
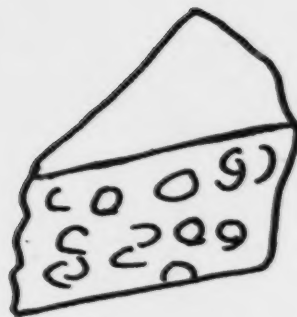
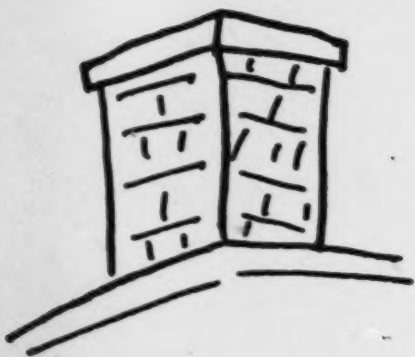
Children, children, such a noise!
I must tell you, I greatly fear,
When you grow up to be big boys,
You may be deaf in one ear!

LESSON 5

- C. Give children (ch) words, one per child if possible. Have each child put the word in a sentence. Example: cheese, chicken, chair, pitcher, kitchen, watch, match.
- D. Worksheet: Children are to draw a "chalk line" from the chalk to only those pictures with (ch) sound.
- E. Write the following words on the board: chicken, a watch, chairs, catch it, hatch, the pitcher. Read the following sentences then ask the questions pertaining to the sentences. A child is to go to the board and choose the proper answer from the list.

Little chicken ran away.
Daddy looked at his watch.
The children have their chairs.
Oh, Baby has the pitcher.
The cat will catch the bird.
Soon the eggs will hatch.

1. What will the cat do to the bird?
2. Who ran away?
3. What will the eggs do?
4. What does Baby have?
5. What do the children have?
6. What did Daddy look at?



LESSON 6 (ch)

I. Introduction

- A. We've been listening and learning the (ch) sound all week. Where does our tongue go to make the sound? That's right -- bounce the tip of your tongue off your palate. Let's listen for the sound:

A Riddle

I creep on the ground and the children say:
"You ugly old thing," and chase me away.
I lie in my bed and the children say:
"The fellow is dead; we'll throw him away."
At last I awake, and the children try
To catch me as I rise and fly.

--unknown

Who can answer the riddle? Do you know what it is about? Yes, a caterpillar that turned into a butterfly. What did the children do? (chase, throw away, catch)

- B. Let's try (ch) in between the vowels:

acha eche ichi ocho oochoo

Now try (ch) after the vowels:

ach ech ich och ooch

II. Discrimination

- A. Let your hand be the butterfly from the riddle. When you hear a word with the (ch) sound, move your hand in the air. When you hear a word without (ch), let your hand be a caterpillar and slide along the desk top.

matches	kitchen	each	more
ouch	speech	class	teacher
poem	boys	catch	Dutch
church	sound	touch	little
learn	pitcher	one	march

- B. Where is it? Beginning, middle, or end?

chin	cherry	reach
such	chop	watches
peaches	which	butcher
branches	chalk	hatch

III. Group Participation

- A. Review the story of the "Cheshire Cat." Have the children put on a

LESSON 6

little pantomime of the story with all the children joining in on the (ch) words.

- B. Use the following poem for choral reading. After the children learn the poem, the boys could say one part and the girls the other part, or the room can be divided in some other way.

All: Chatterbox, Chatterbox
Teacher: Naughty little chipmunk!
All: Chatterbox, Chatterbox
Teacher: Caught in a tree trunk.
All: Chatterbox, Chatterbox
Teacher: How to get out?
All: Chatterbox, Chatterbox
Teacher: Give a loud Shout!

IV. Additional Activities for the Week

- A. Worksheet: The children are to match the pictures to the sentences by cutting out the pictures and pasting them next to the appropriate sentence.

- B. Poems to learn and pantomime:

As I Was Going to St. Ives

As I was going to St. Ives,
I met a man with seven wives,
Each wife had seven sacks,
Each sack had seven cats,
Each cat had seven kits,
Kits, cats, sacks, wives,
How many were going to St. Ives?
--Mother Goose

How They Sleep

Some things go to sleep in such a funny way:
Little birds
Stand on one leg and tuck their heads away;

Chickens do the same, standing on their perch;
Little mice
Lie soft and still as if they were in church;

Kittens curl up close in such a funny ball;
Horses hang
Their sleepy heads and stand still in a stall;

Sometimes dogs stretch out, or curl up in a heap;

LESSON 6

Cows lie down

Upon their sides when they go to sleep.

But little babies dear are snugly tucked in beds,

Warm with blankets,

All so soft, and pillows for their heads.

Bird and beast and babe -- I wonder which of all

Dream the dearest dreams

That down from dreamland fall!

--unknown

The Little Toy Land of the Dutch

Away, 'way off' cross the seas and such

Lies the little flat land of the Dutch, Dutch, Dutch!

Where the green toy meadows stretch off to the sea,

With a little canal where a fence ought to be!

Where the windmills' arms go round, round, round,

And sing to the crows with a creaky sound.

Where the storks live up in the chimney top,

And wooden shoes pound, plop, plop, plop!

Where little toy houses stretch in a row,

And dog carts chattering past them go!

Where milk cans shine in the shiniest way,

And the housemaids scrub, scrub, scrub all day.

Where dikes keep out the raging sea,

And shut in the land as cozy as can be,

Oh, that little toy land, I like it much,

That prim little, trim little, land of the Dutch.

--unknown

C. Riddles:

1. Which is faster, heat or cold? (heat -- you can catch cold)
2. How can you always be sure of starting a fire with two sticks?
(make sure one of them is a match)
3. Why are the measles like a mousetrap? (they are both catching)
4. Why are people so tired on April 1st? (they've all just finished
a March of thirty one days)
5. Who earns his living without ever doing a day's work? (a night
watchman)
6. Why does the engine obey the engineer? (because it's afraid of the
switches)
7. Adam and Eve and Pinch-Me went down to the river to bathe. Adam and
Eve got drowned. Which one of the three was saved? (the one who

LESSON 6

answers "Pinch-Me" gets pinched)

8. What has four legs and a back but no body? (a chair)

D. Review any of the activities from the two (ch) lessons.

That down from dreamland fell!
Great the heartiest dreams
Bird and beast and babe -- I wonder which of all

The little Toy Land of the Dutch

Like the little flat land of the Dutch, Dutch, Dutch!
Away, 'way off' cross the sea and such

Where the green toy meadows stretch off to the sea,
With a little canal where a fence ought to be!

Where the windmills' arms go round, round, round,
And ring to the crows with a creaky sound.

Where the corks live up in the chimney top,
And wooden shoes pound, ping, ping!

Where little toy houses stretch in a row,
And dog carts chattering past them go!

Where milk cans shine in the shiniest way,
And the housemaids scrub, scrub, scrub all day.

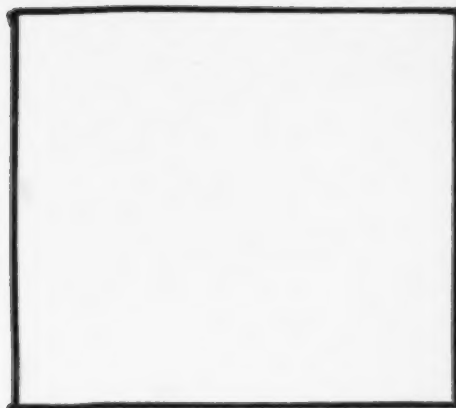
Where dikes keep out the raging sea,
And what in the land as easy as can be.

Oh, that little toy land, I like it much,
That prim little, trim little, land of the Dutch.
--unknown

C. Riddles

1. Which is faster, heat or cold? (heat -- you can catch cold)
2. How can you always be sure of starting a fire with two sticks? (make sure one of them is a match)
3. Why are the mares like a monastery? (they are both catching)
4. Why are people as tired on April 1st? (they've all just finished a March of thirty-one days)
5. Who carries his living without ever doing a day's work? (a night watchman)
6. Why does the engine obey the engineer? (because it's afraid of the switches)
7. Adam and Eve and Pinch-Me went down to the river to bathe. Adam and Eve got drowned. Which one of the three was saved? (the one who

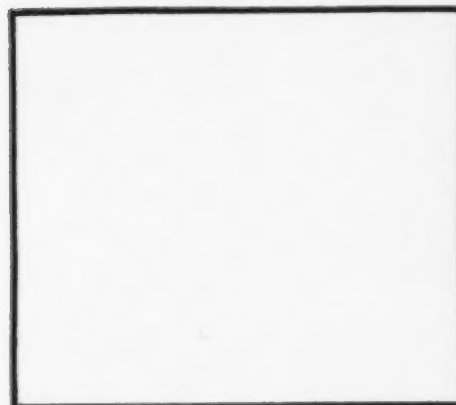
The _____ eats corn.



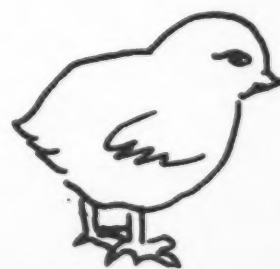
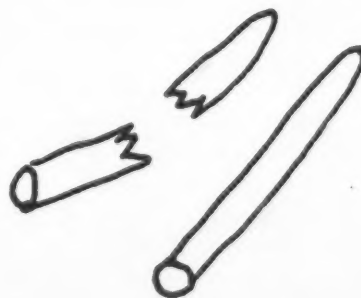
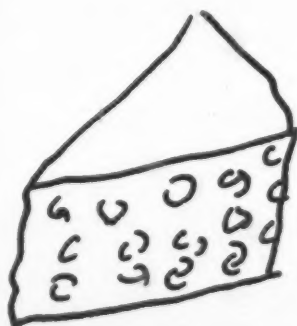
I sit on a _____.



One piece of _____ is broken.



_____ is good to eat.



LESSON 7 (j)

I. Introduction

- A. How many of your daddies use an electric razor? Do you know what sound it makes? It's almost like the choo-choo sound but we use our voice box. Come, let's try it -- j-j-j-j-j-j-j-j-j.

Let's learn a Mother Goose rhyme and listen for the (j) sound:

Jack be nimble,	Jack jump over
Jack be quick	The candlestick.

- B. Now let's try our new sound with the vowels:

ja je ji jo ju

II. Discrimination

- A. When you hear our new sound, let me know by putting the electric razor to your face and shaving.

joke	jingle	judge
junk	jaw	jump
come	shop	jam
bring	jelly	germ
join	think	finger

- B. Where is it? Beginning, middle, end?

job	orange	dungeon
jug	jungle	jet
juice	journey	jelly
page	midget	jam
engine	wage	cage

III. Group Participation

- A. There are many names that start with (j). Can anyone tell me some? How many children have names starting with (j)?

Jack	June	George
Jane	Jip	Jenny
Jerry	Jill	Junior
John	Jean	Joe
Janet	Ginger	Janice

- B. Choose the word with the (j) sound.

1. _____ is my friend. (Jack, Fred, Tom)
2. I like _____. (water, juice, milk)
3. Summer begins in _____. (June, March, August)
4. We rode in a _____. (bus, car, jeep)

LESSON 7

5. He likes to _____. (dance, jump, hop)
6. It gets very cold in _____. (January, September, April)
7. Lions live in the _____. (woods, house, jungle)
8. The little silver bells say _____. (bang, jingle, ding dong)
9. My sandwich has peanut butter and _____ (jelly, ham, eggs)
10. Santa Claus is very _____. (happy, jolly, busy)

- C. Choose a child to be the character and act out the following Mother Goose rhymes:

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

Blackbirds

There were two blackbirds
Sitting on a hill,
One named Jack
and the other named Jill.

Fly away, Jack,
Fly away Jill!
Come back, Jack,
Come back, Jill!

Pease Porridge

Pease porridge hot
Pease porridge cold
Pease porridge in the pot,
Nine days old.

IV. Additional Activities for the Week

- A. Read the following poems. Have children draw and color a picture about one.

I like jelly, I like jam,
I like chocolate fudge,
But best of all is number three,
If I am any judge.

Joy is like a magic cup,
I lift it to the sky,
And all the more I offer up,
The fuller joy have I.--unknown

In the jungle are tall trees
and hedges of bright juniper.
Vegetation all around
in yellow, green and lavender.

- B. Worksheet. Have children draw a line from the picture that has the (j) sound to the jack-in-the-box. Color the pictures with the (j) sound. (jump-rope, jacket, jar, jack-o-lantern)
- C. Read the following story. Have children pick out words with the (j) sound.

LESSON 7

Badger Plans A Journey

Badger is a large, gentle dog who lives in the village of Jupiter, here in Florida. He is planning a journey to the jungle in June or July. Badger has to pack his baggage. What do you imagine that he would want to take on a journey to the jungle?

How do you choose what to take when you go on a journey? What does your mother pack in her luggage? Who do you think would need the most changes of clothing, you, your mother, or Badger? Who would be the most likely to pack lots of junk?

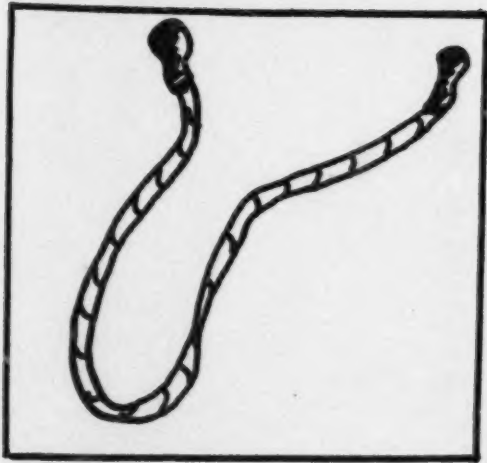
Badger is very joyful as he plans his journey to the jungle. He is wondering if he should take his new collar? It is a bright orange, and has jewels of green jade, and it jingles and jangles as he jumps around. Sometimes he fidgets and wiggles on purpose just to make other dogs jealous of his beautiful collar. Do you think he should take such an expensive collar to the jungle? What might happen to it? If he got lost, the bright orange color might help him to be found. What besides a change of collars can you think of that a dog might put in his luggage?

Badger worries a bit about what he will find to eat in the jungle. His jaws water as he thinks of a nice juicy tiger steak. But just in case there isn't much food, he is packing a lunch of beef joints, dog biscuits with orange jam, and jelly beans for dessert.

Do you think that Badger has lots of courage to plan a journey to a jungle? Lions and tigers are not in cages in the jungle. What do you think a gentle dog might say to a wild jaguar if he met one in the jungle? Would you like to join Badger on his journey?

D. Children supply the missing words, then draw one or more of them:

1. The parakeet lives in a shiny _____ (cage)
2. On Halloween night we see the _____. (jack-o-lantern)
3. We like bright, red _____ on our bread. (jam or jelly)
4. Mother pushes baby in a _____. (carriage)
5. The toy that pops up is called a _____. (jack-in-the-box)



LESSON 8 (j)

I. Introduction

- A. Who can tell me the sound the electric razor makes? Good - the j - j - j - j sound. How many words have the razor sound in this poem? What are they?

Mr. Jumping Jack is a very funny man,
He jumps and jumps as fast as he can.
His arms fly out, his feet fly, too.

"Mr. Jumping Jack, How do you do?"

- B. Now let's put our sound with the vowels; first in the middle and then at the end.

aja	aj
eje	ej
iji	ij
ojo	oj
uju	uj

II. Discrimination

- A. When you hear the (j) sound, pretend to shave with your electric razor.

jar	soldier	gentle
game	from	language
giant	pigeon	away
age	other	larger
would	cabbage	orange

- B. Where is it? beginning? middle? end?

porridge	enjoy	gingerbread
July	jacket	page
vegetable	change	joke
general	object	magic
message	jelly	edge

III. Group Participation

- A. Have the children say "just like me" after each line. They may make up more lines for the poem.

I went up one pair of stairs.

Just like me.

I went into a room.

Just like me.

I looked out a window.

Just like me.

And there I saw a monkey.

Just like me.

--unknown

LESSON 8

B. What is it?

1. This is the first month of the year. (January)
2. This is what makes a car go. (engine)
3. This is something a policeman wears. (badge)
4. This is something to keep a pet bird in. (cage)
5. This is a kind of food we eat. (vegetable)
6. This is something that comes from oranges and is to drink. (juice)
7. This is where some wild animals live. (jungle)
8. This is the name of a man in the army. (soldier)
9. This is a place where people put on plays. (stage)
10. This is another word for airplane. (jet)

IV. Additional Activities for the Week

- A. Worksheet: Children are to cut out pictures and paste them in the appropriate column (beginning, middle or end.)
- B. Animal teasers -- Read one line at a time and when a child thinks he knows the answer, he is to raise his hand. Remind the children that each animal must have the (j) sound in his name.

1. (Giraffe)

I live in Africa.
I have spots.
I eat leaves, but I don't have to climb the tree.
I have long legs, but an even longer neck.
I am the tallest of four-footed animals.
My name starts with (j) and ends with (f).

2. (Jaguar)

I live in South America and sometimes Texas.
I am a fast runner in the jungle.
I am related to the lion and the tiger.
I have large, brownish yellow and black spots.
I am also the name of a sports car.
My name begins with (j).

3. (Jelly fish)

I live in the ocean.
Sometimes I look like an upside down umbrella.
I have many long "feelers" or "legs."
When I sting, it hurts.
The first part of my name is like something to put on bread.
My name begins with (j) and ends with (sh).

LESSON 8

4. (Badger)

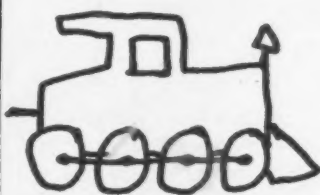
With my short, thick legs I burrow in the ground.
I am about 2 feet long and I live up north.
I am covered with fur and my front feet have long claws.
I'm a cousin of the wolverine and I'm called a terrible pest.
My name starts with (b), ends with (er) and has the (j) sound
in the middle.

- C. Review the story of "Badger Plans a Journey." Have the children draw a picture of their favorite part of the story.
- D. Review any of the exercises from the last two weeks.

beginning

Middle

End



LESSON 9 (r)

I. Introduction

- A. All of the children will close their eyes and listen to this sound. Tell me what pictures you see when you hear the sound. Imitate the sound of a siren **r**, changing from soft to loud. Wait for

r r

r r

response from children. We find this sound made by police cars, fire trucks, ambulances, rescue squads, and air-raid warnings. The tips of our tongues are curled back without touching the roof of our mouths. Let children be the sound in this verse:

What's the sound of the firetruck?

r-r-r-r-r-r

My sound goes up and down the scale,

r-r-r-r-r-r

All the cars pull over and stop

r-r-r-r-r-r

As I go hurrying by.

r-r-r-r-r-r

- B. Let's say our new sound with the vowels:

ra

re

ri

ro

ru

II. Discrimination

- A. Let your hand be a fire engine on your desk top. When you hear a word with the (r) sound, drive the engine. If you don't hear the (r) sound, park your engine.

rabbit

robin

think

rock

must

five

radish

ranch

they

ready

ring

loud

remember

road

reveal

III. Group Participation

- A. Children pretend they are driving ambulances to the scene of an accident. They (1) leave their seats, (2) grasp the steering wheel. (3) produce the siren sound, (4) go quickly around the room swerving sharply right and left to avoid other cars, (5) step on the brake and halt at their own seats, (6) turn off the siren and sit down again.
- B. Children will make up their own motions and finger play for the following verses:

Easter Rabbits

Solo:

Five little Easter rabbits
Sitting at the door:

LESSON 9

One hopped away;
Then there were four.

Children: Hop, hop, hop, hop
See how they run;
Hop, hop, hop, hop,
They think it great fun.

Solo: Four little Easter rabbits
Sitting under a tree;
One hopped away;
And then there were three.

Children: (Repeat refrain)

Solo: Three little Easter rabbits
Looking at you;
One hopped away;
Then there were two.

Children: (Repeat refrain)

Solo: Two little Easter rabbits
Sitting in the sun;
One hopped away;
Then there was one.

Children: (Repeat refrain)

Solo: One little Easter rabbit
Left all alone;
He hopped away;
Then there was none.

Children: Hop, hop, hop, hop
All gone away;
Hop, hop, hop, hop,
They'll come back some day.

--anonymous

IV. Additional Activities for the Week

- A. After reading the following poems have children draw and color a picture of their favorite poem.

Little Robin Redbreast

Little Robin Redbreast sat upon a tree.
Up went pussy cat, down flew he.
Down came pussy cat.
Away Robin ran
Says little Robin Redbreast,
"Catch me if you can."
--unknown

Rain

Rain on the green grass
And rain on the tree,
And rain on the house-top
But don't rain on me.
--unknown

LESSON 9

Riddle

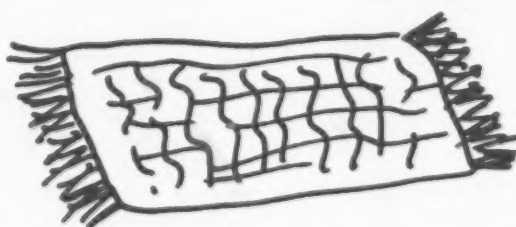
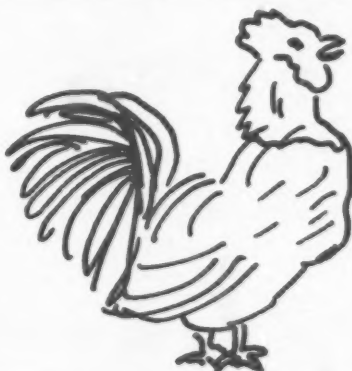
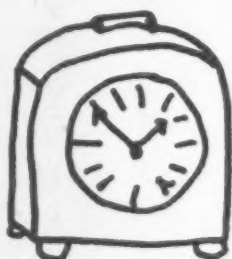
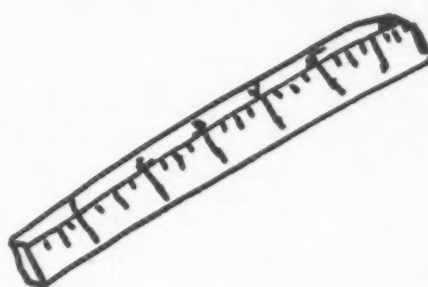
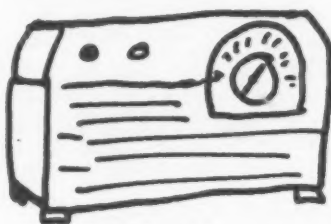
Riddle-me, riddle-me, riddle-me-ree,
Perhaps you can tell what this riddle may be:
As deep as a house,
As round as a cup,
And all the king's horses can't draw it up. (a well)
--Mother Goose

- B. Teacher is to write the following sentences on the board, leaving the answers blank. The children are to choose the answer with the (r) sound after the teacher says the choices.
1. Are you ready to race on the _____? (sidewalk, blacktop, road)
 2. The _____ is falling on the ground. (snow, rain, leaf)
 3. The ribbon is _____. (red, blue, yellow)
 4. We heard a _____ shot. (gun, rifle, cannon)
 5. Rita plays rummy with _____. (John, Tommy, Richard)
 6. The rocks are in the _____. (river, lake, pool)
 7. Ruth wore a pretty _____. (blouse, watch, ring)
 8. The fruit is _____. (ripe, sweet, yellow)
- C. Worksheet: Picture on left rhymes with one of the three on the right side. Children are to write the words ONLY under the two that rhyme.
- D. Ask how many children have the (r) sound in their names. Have them name different names that begin with (r).

Robert
Richard
Ringo
Ruth
Ronald

Rosemary
Randy
Rhonda
Rita
Robin

Rudy
Ray
Rosalind
Ricky
Renee



LESSON 10 (r)

I. Introduction

- A. Last week we talked about the (r) sound. Remember it is made by curling the tips of our tongues back, but we do not touch the roof of the mouth. Let's all listen to the (r) sound in this Robin poem.

The Robin's Song

Robin is singing, a song of cheer,
Telling us that the spring is here,
High in the top of an old oak tree,
His tiny throat is bursting with glee,
Hark! he is singing, cheerie, cheerie.
Happy springtime is here, cheerie!

--unknown

- B. Put the sound in the middle of the vowels:

ara ere iri oro uru

II. Discrimination

- A. Have three children come to the board, one at a time. Teacher will put the following words on the board, omitting the first sound. The teacher will say the word. If the children hear the (r) sound, they are to cup their ear with their hand. They are to leave their hands down if they hear any other sound. Child then places correct initial consonant on the board - circles the (r) words and class repeats only the (r) words.

(r)at	(w)ake	(h)ug
(h)at	(r)ag	(w)ipe
(r)ug	(w)oof	(r)ead
(r)ocket	(r)aw	(r)eal
(r)oof	(r)ake	(r)ope
(w)ag	(p)ocket	(w)eed
(h)ope	(r)ipe	(p)est

- B. Where is it? Beginning, middle, or end?

right	parrot	ruby	virus
rob	hear	jar	hammer
sir	rocket	worry	rooster
zero	rat	siren	rough

III. Group Participation

- A. Listen to the following poem and then say it with me:

LESSON 10

The Rooster

Hear the rooster crow out loud,
at the break of day.
"r-r-r-r-r; r-r-r-r-r"
He says, "Get your chores done,
If you want to play."
"r-r-r-r-r; r-r-r-r-r"

What other animals can you think of that say an(r) sound? Some growl. Can you imitate their sounds: dog, tiger, lion, bear, cat, etc.

- B. Pantomime. Whisper to one child what he should pantomime. Other children try to guess what he is doing. Each pantomime will have at least one (r) word.

1. Run around the room.
2. Read a book.
3. Ride a horse.
4. Row a boat.
5. Roll a ball.
6. Rake the leaves.
7. Write a letter.
8. Rub your hands.
9. Rock a baby.
10. Rest in a chair.

IV. Additional Activities for the Week

- A. Have children answer the following riddles:

- | | |
|--|----------|
| 1. I am an animal with long ears. | (rabbit) |
| 2. When I arrive, you need an umbrella. | (rain) |
| 3. I am a bright color. | (red) |
| 4. You wear me on your finger. | (ring) |
| 5. I am a pretty flower. | (rose) |
| 6. I am a small animal with a long tail. | (rat) |
| 7. You measure with me. | (ruler) |
| 8. I gather the leaves. | (rake) |
| 9. I am on top of your house. | (roof) |
| 10. You tie something with me. | (rope) |

- B. Worksheet: The children are to match the words to the pictures by cutting them out and pasting them in the appropriate space. There are three words with no pictures - rat, rope and rug.

- C. Draw six rakes in a row on the board, omitting the teeth. Under the rakes, print the following words, omitting the initial letter: rake, run, no, robin, said and ribbon. Select six children to come to the board, assigning one child per rake. As the teacher pronounces

LESSON 10

each word, the child is to print the correct initial sound to complete the word. If the word begins with the (r), he is then to complete the rake. Have the entire class pronounce only the (r) words.

- D. Read the following story. The children are to imitate the "rooster," "bear" and "cat" sounds.

The Hungry Three

The three were Chanticleer, a rooster, Percy, a cat, and Burly, a bear. It may sound strange to you, but the three were very good friends. They lived near a river and one day they came upon a raft and decided to take a ride on it. The current took them rapidly downstream--there was no need for anyone to row. But it would have been better if one of them had known how to steer the raft, because before they realized it they had ridden out of the river and were now in the great ocean. There it was pretty rough riding, and as their raft rushed through the water, all they could do was to hang on. They rode a long time and were three very frightened friends now. Chanticleer was the first one to see some land. He risked falling overboard to raise up to crow, "R-r-r-r-r" to rouse his friends to help get the raft safely to shore. The raft rode through the rough breakers and the three friends rolled ashore, tired and hungry but safe. After they rested a bit, they began to wonder where they were, and how they could find something to eat. Perhaps they were only on a coral reef, or a rocky island where nothing could grow. They climbed up over some rugged rocks and you can imagine their relief when they saw a farmhouse not too far away. In fact, Percy the cat was so relieved that she started to purr right then and there, "Purr-r-r-r-r."

But now another problem presented itself. How were they to let the farmer know they were hungry? None of them knew how to say that word. They took turns practicing.

Chanticleer tried very hard, but all he could say was "r-r-r-r-r." He surely could make a good "r" sound, but that was all.

Percy knew it wouldn't do any good to meow--there isn't any "r" sound in meowing, but she could purr real loud when she tried, "Purr-r-r-r-r". But they all decided that they would have to do better than that.

Next, Burly the bear said, "Gr-r-r-r". Now, which one of these three friends do you think had the best chance to learn to say "hungry." Which one was closest? But "gr-r-r-r" wasn't really right either, and what would you think if a bear came up to your

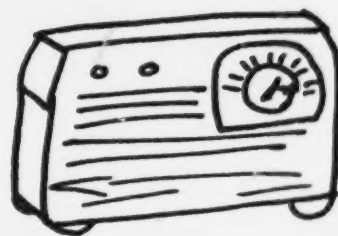
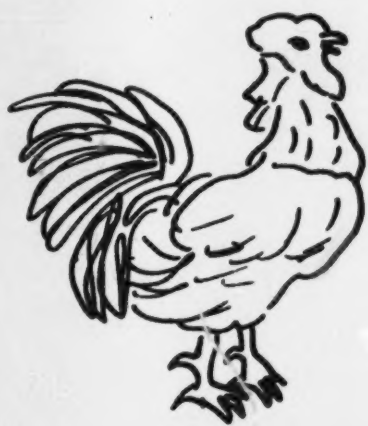
LESSON 10

door and said "Gr-r-r-r!"

The three friends were pretty discouraged until Chanticleer suddenly remembered how they were all out of breath after they had struggled ashore. They had all panted for breath. They had all sounded like this, "huh, huh, huh." Now, if Burly could just put a "huh" sound before his "gr-r-r-r" sound, it would sound something like "hungry" perhaps.

Burly tried, "huh--gr". Well, it wasn't perfect but it was as close as he could get to saying "hungry." He practiced saying it several times and then the three friends started up the road to the farmhouse.

They rapped at the door and the farmer opened it and looked rather startled to see the three ragged friends. Burly straightened up and tried his very best, "Huh--gr, huh--grr", he said. Do you think that the farmer could guess that they were hungry from that? Well, yes, he did, and you can imagine how relieved all three were to see the farmer nod his head in reply. He left them a minute and returned with some grain for Chanticleer, some berries for Burly, and some warm milk for Percy. When they had finished eating they all thanked him at once, and it sounded like this, ("Purr-) (r-r-r-r) (gr-r-r-r) (Purr-) (r-r-r-r) (gr-r-r-r).") Do you think the farmer knew they were trying to say thank you?



roof

ruler

rooster

rain

rat

rubbers

rabbit

rope

radio

ring

rug

rake

LESSON 11 (r)

I. Introduction

- A. We've talked a lot about our (r) sound and today we have a fable that uses the sound. Let's listen and find all the words with the (r) sound.

The Crow and the Raven

A crow became very jealous of a raven because the raven was regarded by men as a bird which would see into the future. As a result, the raven was held in great respect by men. The crow was very anxious to get the same sort of reputation herself; and, one day seeing some travellers approaching, she flew to a branch of a tree at the roadside and crowed as loud as she could. The travellers were startled by the sound and were afraid that it was a bad sign. One of the men, spying the crow, said, "It's all right, my friends, we don't need to be afraid. It is only a crow and that means nothing."

Moral: Those who pretend to be something they are not only make themselves ridiculous.

--Aesop's Fables

Discuss the fable, new words, and the meaning of the story. Use as many of the (r) words as possible.

- B. Say the sound with the vowels coming first:

ar er ir or oor

II. Discrimination

- A. All the children are to stand next to their seats. When they hear a correct (r) sound, they will stand up, and when they do not hear it, or hear an incorrect (r) sound, they are to stoop down.

ring (up)	red (up)	ride (up)	whale (down)
read (up)	wound (up)	wake (down)	row (up)
wide (down)	wing (down)	rake (up)	round (up)
right (up)	reel (up)	run (up)	rate (up)
won (down)	wheel (down)	whoa (down)	wait (down)

- B. Where is it? Beginning? Middle? End?

fire	ribbon	carrot
rice	arrow	hurry
sorry	rafter	rapid
bear	chair	tiger

LESSON 11

III. Group Participation

A. Animal Teasers

1. Rabbit

My diet is carrots and lettuce.

I have strong back legs.

My tail is short.

My ears are long.

I'm known as "cottontail."

2. Rooster

I'm the master of the roost.

I strut around the farmyard.

I'm an early rising bird.

I awaken others every morning.

I make a sound like the siren sound.

3. Raccoon

I live in a tree and travel at night.

I like to explore garbage cans.

My tail is striped round and round.

My eyes are covered with a mask.

My name begins with the siren sound.

4. Beaver

My broad, flat tail helps me to swim.

I build my house under water.

My sharp front teeth can fell a tree.

My soft fur makes nice coats,

But it looks much the best on me.

B. Teach the children the following rounds. Have them name all the words with the (r) sound. Let them sing them as a round.

1. Row, row, row your boat

Gently down the stream

Merrily, Merrily, Merrily, Merrily

Life is but a dream.

2. Three blind mice, three blind mice

See how they run (repeat)

They all ran after the farmer's wife

She cut off their tails with a carving knife,

Did you ever see such a sight in your life,

As three blind mice.

LESSON 11

IV. Additional Activities for the Week

A. Worksheet: Children are to cut out pictures and paste them in the appropriate column (beginning, middle, end)

B. Nursery Rhymes

Learn and pick out (r) words:

Mary, Mary

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty maids all in a row.

A Farmer Went Trotting

A farmer went trotting
upon his grey mare,
Bumpety, bumpety, bump!
With his daughter behind him,
so rosy and fair,
Bumpety, bumpety, bump!

Ride a Cock-horse

Ride a cock-horse to Banbury Cross,
To see a fine lady upon a white horse,
With rings on her fingers,
And bells on her toes,
She shall have music
Wherever she goes.

R was a raven,
Perched on an oak,
Who with a gruff voice
Cried, "Croak, croak,
croak!"

Mulberry Bush

Here we go 'round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go 'round the mulberry bush,
So early in the morning.

C. Draw pictures of the rhymes.

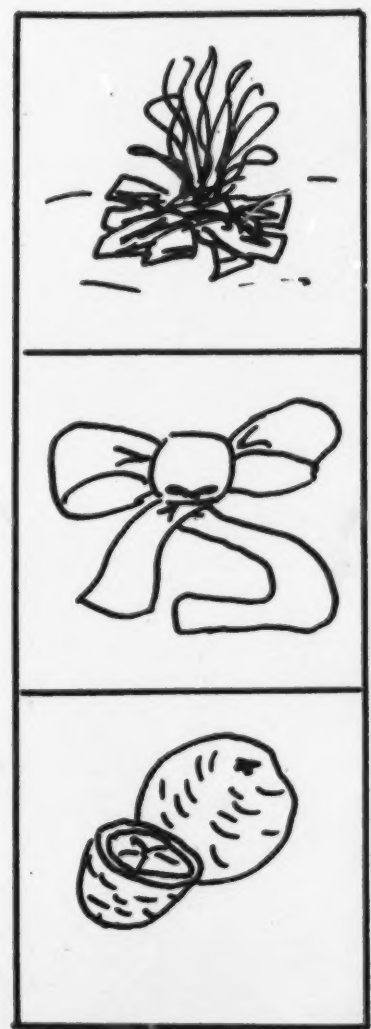
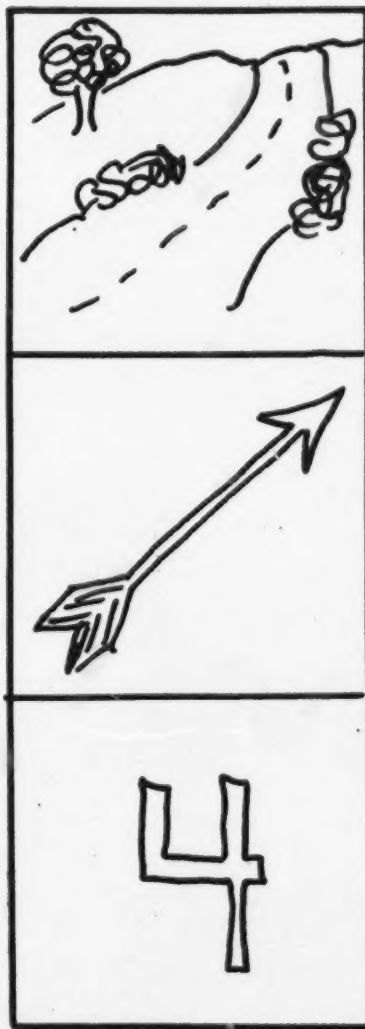
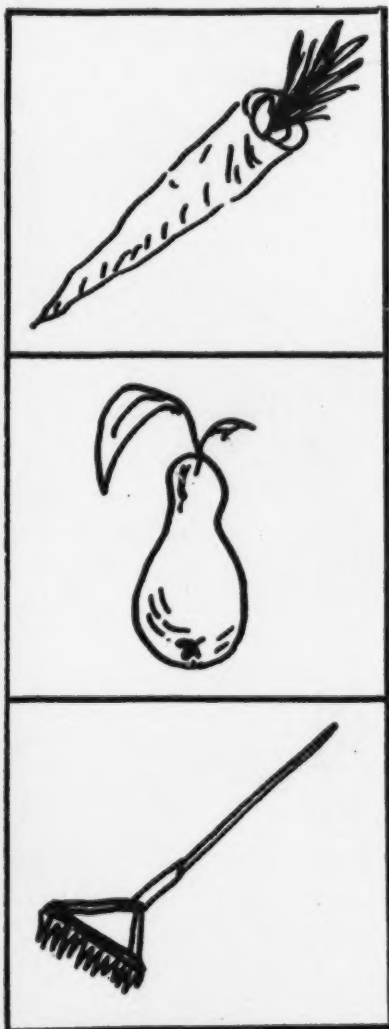
D. Riddles

1. I am sharp and am shot from a bow. (arrow)
2. I carry a wand to make wishes come true. (fairy)
3. I grow underground, am orange and good to eat. (carrot)
4. The 3 bears like to eat me for breakfast. (porridge)
5. I gather acorns and store them for winter. (squirrel)
6. I am called the grizzly and I like honey. (bear)
7. I am a number that rhymes with more. (four)
8. I am hot and you can cook with me. (fire)
9. I have four legs and one back. (chair)
10. I shine high in the sky. (star)

Beginning

Middle

End



LESSON 12 (br) (cr) (dr) (fr)

I. Introduction

- A. Today we are going to learn about the (r) blends. Here are four poems. Let's see if you can pick out the blends that we are going to talk about. (after reading the poems, list (br), (cr), (dr), (fr) on board.)

Crosspatch

Crosspatch, draw the latch;
Sit by the fire and spin;
Take a cup and drink it up,
Then call your neighbors in.

--Mother Goose

Bryan O'Lin

Bryan O'Lin had no breeches to wear,
So he bought him a sheepskin
and made him a pair,
With the skinny side out
and the woolly side in.
"Ah ha, that is warm!" said Bryan O'Lin.

--Mother Goose

Little Frog

Little frog, little frog
Why won't you stop
To show me how far
A little frog can hop?

There was a Crooked Man

There was a crooked man, and he went a crooked mile;
He found a crooked sixpence against a crooked stile;
He bought a crooked cat, which caught a crooked mouse,
And they all lived together in a little crooked house.

--Mother Goose

- B. Let's say our vowels with our new blends.

bra
bre
bri
bro
bru

cra
cre
cra
cro
cru

dra
dre
dri
dro
dru

fra
fre
fri
fro
fru

II. Discrimination

When you hear one of our new blends, growl like a tiger. If you do not hear the sound, meow like a cat.

brown
break
wagon
freeze
fish

crash
dress
drab
water
stop

crack
front
fog
frog
bread

boy
cream
cake
crazy
drum

LESSON 12

III. Group Participation

A. Fill in the answer with the correct blends.

- | | |
|---------------------------------------|-------------------|
| 1. We like _____ and butter. | (bread, jelly) |
| 2. My _____ rode in the wagon. | (sister, brother) |
| 3. Did you hear the baby _____? | (laugh, cry) |
| 4. I like to eat ice _____. | (cream, pops) |
| 5. The red _____ has a little pocket. | (dress, coat) |
| 6. Do you ever _____? | (sleep, dream) |
| 7. See the _____ jump up. | (frog, horse) |
| 8. _____ is a holiday. | (Friday, Monday) |

B. Pantomime: Teacher whispers activity that child should do. Children are to guess what the child is doing.

1. crying
2. brushing your teeth
3. brushing your hair
4. dragging something heavy
5. driving a car
6. drinking glass of water
7. drawing a picture
8. dropping a book
9. beating a drum
10. creeping on the floor
11. crossing your finger
12. frowning
13. freezing
14. braiding your hair
15. frosting a cake

IV. Additional Activities for the week

A. Read following poem, having children pick out the (r) blends. Have them draw a picture of the poem.

A grasshopper once had a game of tag
 With some crickets that lived near by,
 When he stubbed his toe, and over he went
 Too quick to see with your eye.

Then the crickets leaned up against a fence
 And chirped till their sides were sore,
 But the grasshopper said, "You are laughing at me,
 And I won't play any more."

LESSON 12

So off he went though he wanted to stay,
For he was not hurt by the fall,
And the gay little crickets went on with the game,
And never missed him at all.

--unknown

- B. Picture sentences: Have children write sentence and draw picture for the (r) blend. Example:

I bought a loaf of



. (bread)

bracelet
brush

drum
dress

frog
fruit

cracker
cradle

- C. Worksheet: Children are to cut out pictures and paste them in spaces next to appropriate sentences.
- D. Children are to copy the following words, omitting the initial blend. Teacher reads the word and child writes in correct blend.

(cr) ayon
(fr) ost
(br) own
(fr) iend

(dr) aw
(cr) eam
(dr) ink
(br) ing

(cr) y
(fr) ame
(br) ook
(dr) y



You like her braids.



He plays the drum.



The crow is black.



The frying pan is on the stove.



The dress is on the hanger.



Frogs like to hop.



The boy is crying.



A broom is for sweeping.

LESSON 13 (gr) (pr) (tr)

I. Introduction

A. We are going to learn about some more (r) blends. Listen and see if you can guess which blends we will talk about today. (List (gr), (pr), (tr) on the board after reading the poems).

(pr)

(tr)

There was a pretty dandelion
with pretty, fluffy hair,
That proudly grew in the sunshine
with her haughty princess air.
But oh, this pretty dandelion
soon grew old and gray;
She lost her pride, her charming hair
blew many miles away.

Over in the meadow in the trunk of a tree
Lived a trusty old owl and her little
owls three.
"Whoo," said the mother. "Whoo," said
her three.
So they "whoo-ed" all day in the trunk of
the tree.

--Old Nursery Rhyme

--unknown

(gr)

An old gray goose and her goslings mean,
Lived in a meadow where the grass grows green.
If I were you I would not go near
For they will chase you, I greatly fear.

B. Now let's put our blends with the vowels.

gra
gre
gri
gro
gru

pra
pre
pri
pro
pru

tra
tre
tri
tro
tru

II. Discrimination

When you hear the new blends, greet me with a wave. If you don't hear the blends, pretend to be asleep.

prize
pretty
monkey
grape
lion

tree
cup
house
green
train

chicken
prince
knife
try
yellow

groan
lamp
grow
proud
trick

LESSON 13

III. Group Participation

A. Riddles: "What Am I?"

- | | |
|--|---------------|
| 1. I stand tall in the forest. What am I? | (tree) |
| 2. I am green and grow on the ground. What am I? | (grass) |
| 3. I am another word for beautiful. What am I? | (pretty) |
| 4. I am another word for gift. What am I? | (present) |
| 5. I am a small round fruit that comes in bunches.
What am I? | (grapes) |
| 6. I ride down the railroad tracks. What am I? | (train) |
| 7. I am another word for make-believe. What am I? | (pretend) |
| 8. I am a color. What am I? | (green, gray) |
| 9. I am the long nose on an elephant. What am I? | (trunk) |

B. Use the following pantomime activity for a review of these three (r) blends:

Can you:

- | | |
|---------------------------|-------------------------|
| trot like a horse? | trudge like an old man? |
| grin like a Cheshire cat? | growl like a dog? |
| prance like a pony? | preen like a cat? |

How do you look:

- | | |
|----------------------|-------------------------|
| prim and proper? | proud and pretty? |
| growly and grumpy? | gruff and greedy? |
| truthful and trusty? | tricky and treacherous? |

IV. Additional Activities for the Week

A. Children are to fill in the blanks with the correct blend.

(gr) - grandmother, grows, green, grass, grade

1. The second _____ room is downstairs.
2. A potato _____ in the ground.
3. Mike had a _____ wagon.
4. _____ came to see me.
5. Goats eat _____.

(pr) - prize, pretty, princess, president, print

1. I can _____ my name.
2. See the _____ girl.
3. The king, queen and _____ were eating.
4. John won first _____ in the race.
5. The _____ is our leader.

LESSON 13

(tr) - trap, train, trip, tree, trapeze

1. We play in our _____ house.
2. The _____ goes very fast.
3. I will try to swing on the _____.
4. Can you _____ a rat?
5. Our family is going on a _____.

B. Pantomime - Teacher whispers activity to child. Child is to perform activity and other children are to guess (using gr. pr, tr blends).

1. cutting the grass
2. pricking your finger with a needle
3. grinning happily
4. climbing a tree
5. chopping down a tree
6. groaning in pain
7. wrapping a present
8. receiving a present

C. Worksheet: Picture sentences - Child cuts out and pastes appropriate picture in the sentence.

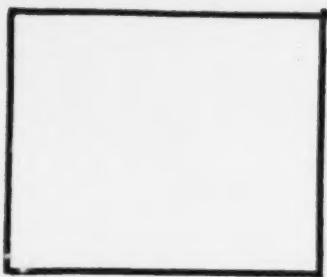
1. Grandmother and grandfather came to visit us.
2. They came on a train which rides on tracks.
3. Grapes and prunes are two fruits that are good to eat.
4. A tree and grass grow out of the ground.
5. A truck has big wheels and an airplane has a propeller.
6. They brought me a present and a box of pretzels.

D. Review: Use any of the material for the (r) blends for a general review.

1.

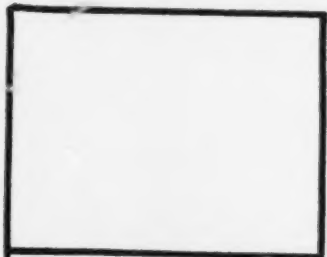


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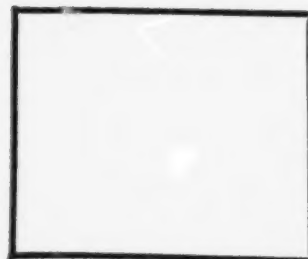


come to visit us.

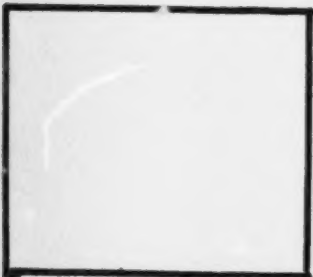
2. They came on a



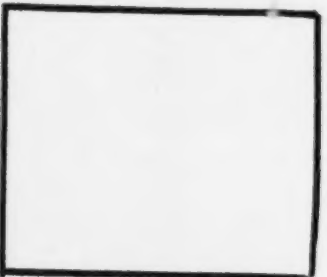
which rides on



3. and

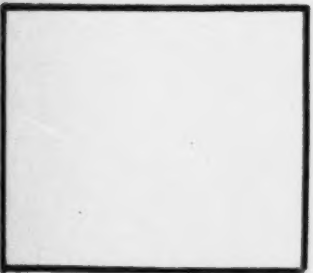


and

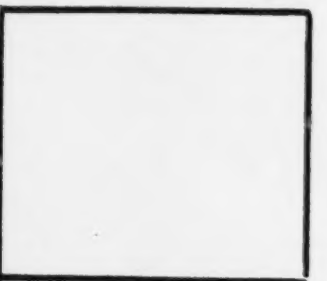


are two fruits that are good to eat.

4. A and

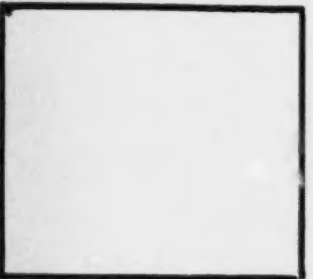


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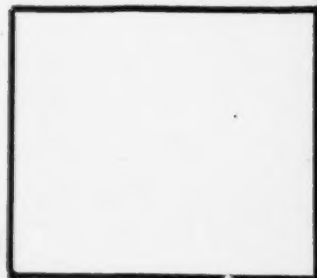


grow out of the ground.

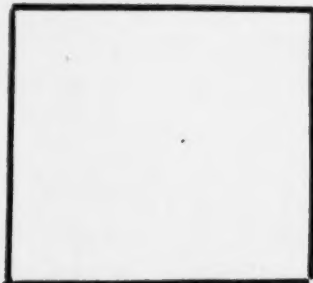
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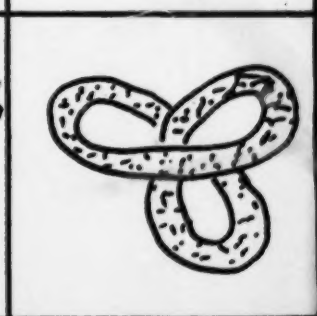
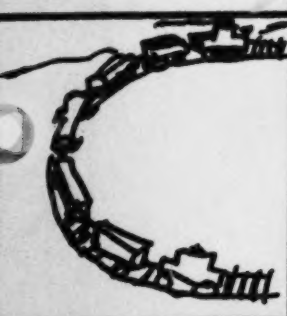
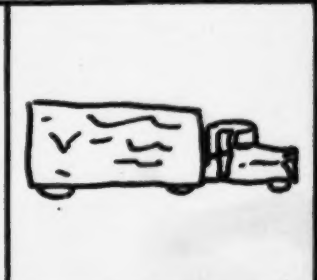
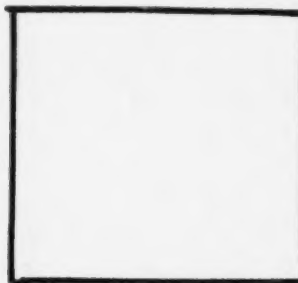
has big wheels and an airplane has a



6. They brought me a



and a box of



LESSON 14 Voiceless (th)

I. Introduction

- A. Now we are ready for another new sound. Let's see if you can guess what it is while listening to this:

In the barnyard lived Mother Goose and her beautiful, well-mannered goose-babies. One day Mother Goose gave each one of her babies a big, fat, juicy worm. She listened proudly to their "thank-yous." But one little Goose-baby said, "tank you, tank you, each time she received a worm. "Oh!" said Mother Goose, "I must help my baby learn to do our new sound. I will help her by teaching her the vowels with the sound." What sound did Mother Goose mean? Yes, the (th) sound.

- B. Can you say it with the vowels?

tha the thi tho thoo

II. Discrimination

- A. Ask the children to raise their hands every time they hear a word that begins with the (th) sound.

thank	cry	thank you	please
think	thick	come	thump
ball	thin	Thursday	thud
said	would	paper	second
thumb	thing	third	thinker

- B. Have the children indicate the position of the sound by raising their fingers (one - initial, two - medial, three - final).

thorn	Cathy	mouth	within
thick	toothpaste	teeth	Ruthie
birthday	something	everything	both
with	bath	thimble	north
thought	thank	three	think

III. Group Participation

- A. Listen to the following poem and then say it with me.

Thank you for the world so sweet
 Thank you for the food we eat
 Thank you for the birds that sing
 Thank you for everything.

Now can we think of other things we are truly thankful for. Put your thoughts into a sentence. Ex.: Thank you for the sunshine. Others: ocean, sand, beach, rain, puppies, kittens, etc. Make a mural of all the things named.

LESSON 14

- B. Read following and ask children to see what they can remember from their birthdays!

BIRTHDAYS OF OTHER YEARS

On my first birthday, I must have been a mighty big bother to my mother and father

On my second birthday, I really do not remember anything either

On my third birthday, I think I remember my birthday cake

On my fourth birthday, I wanted a thousand things to play with

On my fifth birthday, we played "Hide the Thimble" at my birthday party

On my sixth birthday, I was missing a tooth and I think I had a sore throat.

On my seventh birthday, there was a thunder storm that ruined my party.

On my eighth birthday, I got a new leather jacket

On my ninth birthday, which came on a Thursday, we threw darts at a target

By my tenth birthday, I could throw a ball pretty far, tell North from South, East from West, and Left from Right.

IV. Additional Activities For The Week

- A. Read the following poem and have the children draw and color a picture of things to be thankful for. Have the children use a title such as "Things I am thankful for".

Thank you for the sun on high.
Thank you for the birds that fly.
Thank you most of all, I say,
For eyes to see these things each day.

- B. Put the following sentences on the board. Have five children come to the board and circle the (th) word in each sentence. Have the entire class read the sentences.

1. Bob (sings, throws, catches) the ball.
2. Nancy is (one, two, three).
3. Dick said, "(Please, go, Happy Birthday" to Nancy.
4. Sally said, "Here is a (hat, thimble, pencil) for you."
5. Nancy said, "(goodbye, thank you, yes)".

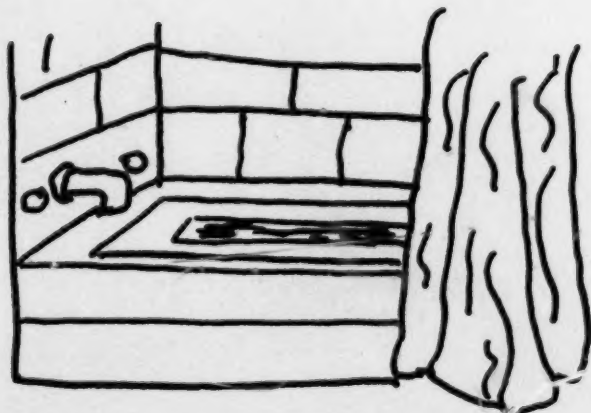
- C. Worksheet: The child is to "thread" (draw a line) each picture with the (th) sound.

- D. Riddles: Have the children guess the answer, using a (th) word.

1. Mother uses it when she sews. (thimble, thread)
2. One, two, ----- (three)
3. What snow and ice do in the sun. (thaw)

LESSON 14

- | | |
|--|---------------|
| 4. It tells the temperature. | (thermometer) |
| 5. It comes after twenty-nine. | (thirty) |
| 6. We use it to clean our teeth. | (toothbrush) |
| 7. When you need a drink, you are -----. | (thirsty) |
| 8. It is on our hand. | (thumb) |
| 9. It is what we like to do with a ball. | (throw) |
| 10. It is the opposite of fat. | (thin) |



LESSON 15 Voiceless (th)

I. Introduction

- A. We've been practicing the (th) sound all week. Let's find all the words in this poem with the sound:

Thirty thousand thoughtless boys
thought they'd make a thundering noise;
So with thirty thousand thumbs
they thumped on thirty thousand drums.

- B. Can we put it with the vowels; first in the middle, then with the end?

atha
ethe
ithi
otho
uthu

ath
eth
ith
oth
uth

II. Discrimination

- A. Each time you hear a word with the (th) sound, make the sound for me.

thirteen
words
thief
page
thump

cotton
through
thunder
your
thigh

help
list
throne
thrust
thimble

- B. Where is it? Beginning? Middle? End?

thousand
ninth
Kathleen
anything

youth
thirsty
strength
think

healthy
everything
earth
throw

III. Group Participation

- A. Have the children list all the (th) words in the following poems:

1. When the wind is in the East,
'Tis neither good for man nor beast;
When the wind is in the North,
The skillful fisher goes not forth;
When the wind is in the South
It blows the bait in fish's mouth:
When the wind is in the West
Then 'tis at its very best.

--Mother Goose

LESSON 15

2. The brave old Duke of York

He had ten thousand men;
He marched them up a very big hill,
Then marched them down again.
And when they were up they were up-up-up-
And when they were down they were down-down-down-
And when they were only half-way up,
They were neither up nor down

--Mother Goose

3. A kitten with a black nose

Will sleep all day;
A kitten with a white nose
Is always glad to play;
A kitten with a yellow nose
Will come when you call;
But a kitten with a gray nose
I like best of all

--unknown

B. Riddles - Children guess the answers using (th) words.

- | | |
|--|-------------|
| 1. What we have to do when we study. | (think) |
| 2. What we say when we get a present. | (thank you) |
| 3. What rose bushes have that can scratch you. | (thorns) |
| 4. What we call the sound that usually follows lightening. | (thunder) |
| 5. What number comes after 12. | (thirteen) |
| 6. What big number comes after 999. | (1000) |
| 7. What the top part of our leg is called. | (thigh) |
| 8. What we call someone who steals things. | (thief) |
| 9. What we call the opposite of thin. | (thick) |
| 10. What day comes after Wednesday. | (Thursday) |

IV. Additional Activities for the Week

A. Worksheet - Children are to cut out pictures and paste them in the appropriate column (beginning, middle, or end).

B. Have the children copy the following sentences, filling in the blanks with the proper word:

- I will be _____ years old on my _____.
- When I get a present, I say _____ you.

LESSON 15

3. It gets very cold up _____.
4. _____ is a boy's name.
5. The dentist takes care of my _____.
6. The king sits on his _____.
7. There are twelve _____ in a year.
8. My dog is very _____.
9. A toothpick is _____.
10. We live on the planet _____.

thank
three
throne
thin

birthday
Arthur
faithful
months

north
teeth
earth

C. Have the children pantomime the poems from the initial lesson. They might discuss the "word pictures" and choose their favorite.

D. Read the following sentences, pronouncing the words as marked. Children are to find the "mistake" and pronounce the word correctly.

1. Sank (thank) you for my present.
2. I don't want one sock, I want bof (both) of them.
3. I have to go to the dentist because I have a toof (tooth) ache.
4. I heard loud funder (thunder) last night.
5. I know how to twiddle my fumbs (thumbs) fast.
6. I want a birfday (birthday) cake with pink frosting.
7. I don't have anysing (anything) to play with.
8. Kings and queens sit on gold trones (thrones).
9. I can count to five: one, two, free (three), four, five.
10. My mother sews with a needle, fred (thread), and simble (thimble).

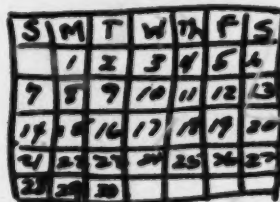
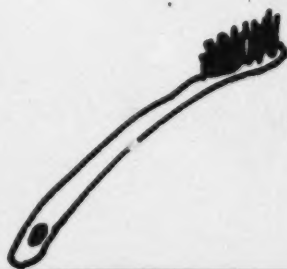
Beginning

Middle

End



3



LESSON 16 - (th) Voiced

I. Introduction

- A. Today our Mother Goose is angry. She is not making the Little Goose Baby sound like this - (voiceless) th - th. She's saying - (voiced) th - th. Listen to the angry Goose the - th. Now let's try to make this sound. Put your hand on your voice box and feel the buzz.

Now we know what the sound is like. Let's see if you can hear it in this poem:

In This Country

In this country there are states,
In these states there are cities,
In those cities there are streets,
On the streets there are houses,
In this house there are children,
In that house there are none.

Then, there are:

Houses on streets.

Streets in cities,

Cities in states, and,

States in the country.

--anonymous

- B. Let's say the voiced (th) sound with our vowels:

tha the thi tho thu

II. Discrimination

- A. If you hear the voiced (th) sound in the following words, put your hands on your hips and look angry. If you don't hear it, keep your hands at your side and smile.

the	words	those	floor
this	that	tongue	them
said	weather	their	brother
ask	group	child	there
mother	these	father	stop

- B. Where is it? Beginning, middle, end?

then	clothing	clothe	bathing
this	grandmother	scythe	brother
feather	leather	gather	there
breathe	bathe	them	weather
the	that	those	these

LESSON 16

III. Group Participation

- A. Read the following poem, having the children produce the (th) - voiced - at each word. Ask them to be sure to let their tongues peek between their teeth and to make their voice boxes vibrate.

They that Wash on Monday

They that wash on Monday
Have all the week to dry;
They that wash on Tuesday
are not so much awry;
They that wash on Wednesday
Are not so much to blame;
They that wash on Thursday
Wash for shame;
They that wash on Friday
Wash in need;
They that wash on Saturday
Have lots of clothes indeed.

--anonymous

- B. Use the following poem with body action. Emphasize the voiced (th). Children should select the voiced (th) words after hearing the poem and the teacher may put them on the chalkboard.

Well I never, did you ever,
See a monkey dressed in leather?
Leather eyes, leather nose,
Leather breeches to his toes.

--anonymous

The Whirl and Twirl

Like a leaf or a feather. (standing children weave back and forth)
In the windy, windy weather;
We will whirl around, (children turn around)
And twirl around (turn again)
And all sink down together. (children sit down)

(repeat)

--unknown

IV. Additional Activities for the Week

- A. Have the children feel the vibration in their voice boxes to distinguish the voiced (th) from the voiceless (t). Have the children listen for the voiced (th) sound in these poems.

LESSON 16

On Growing Up

My grandmother is coming tomorrow
And then I'm going to be four;
I'm getting so big that already,
I can open the kitchen door;
I'm very much taller than Baby,
Though today I am still only three,
And I'm bigger than bob-tail the puppy,
Who used to be bigger than me.

--unknown

The Robin and The Wren

The robin and the redbreast,
The robin and the wren,
If you take them out of their nest,
You'll never thrive again.

The robin and the Redbreast,
The martin and the swallow;
If you touch one of their eggs,
Then bad luck is sure to follow.

--anonymous

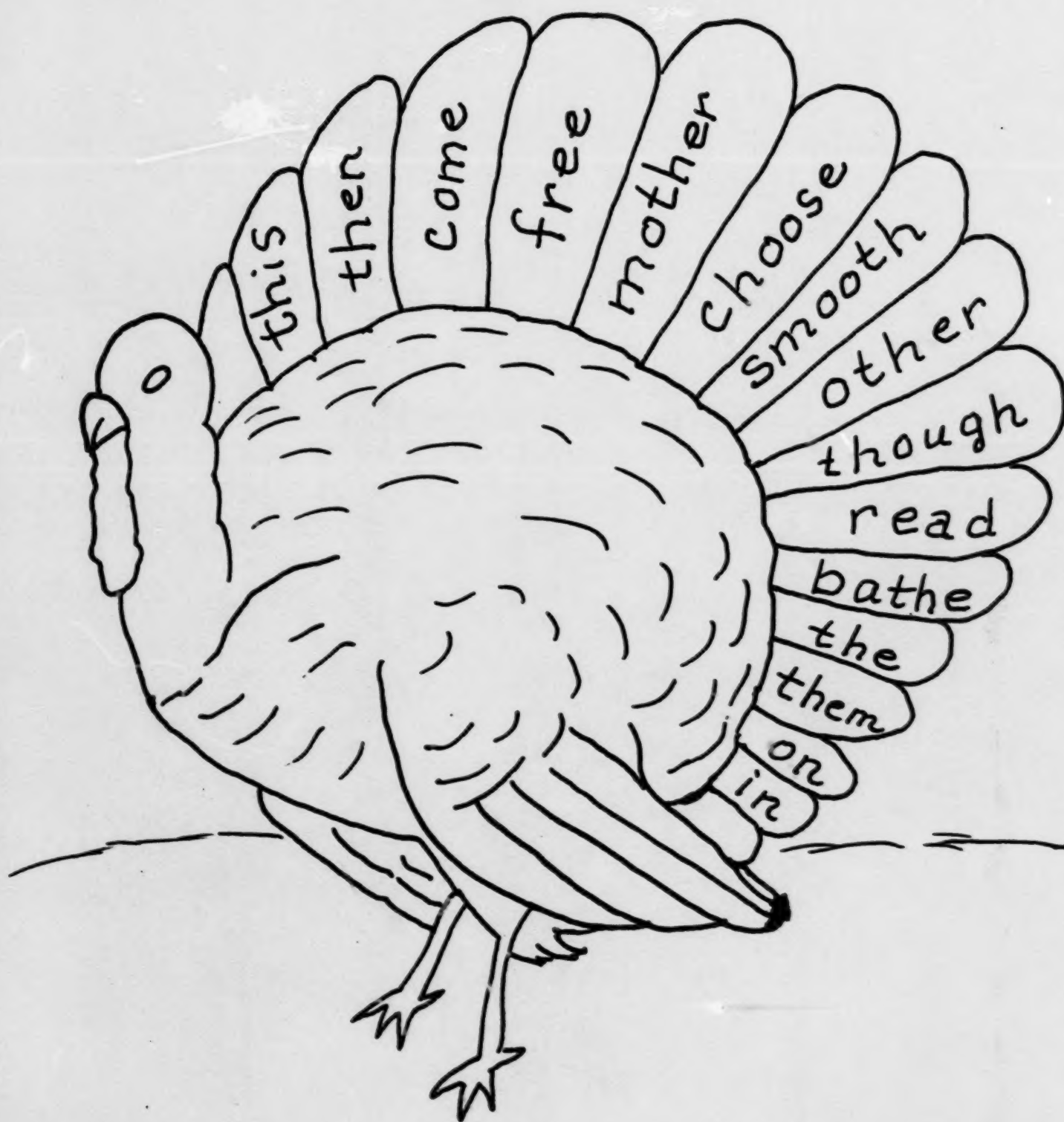
- B. Write the word list on the board and read the list. Let the pupil make a circle around the voiced (th) sound in each word by coming to the board when called. (voiced (th)):

the	them	their	feather
there	color	father	clothe
that	then	bathe	sound
said	mother	words	what
book	look	rhythm	thine

- C. Worksheet: Children are to color only those tail feathers that have voiced (th) words. They may color the rest of the turkey.
- D. Put the following sentences with blanks on the board and list the words next to them. Children are to copy the sentences putting the correct words in each blank.

1. I live with my _____ and my _____.
2. Tom is my _____ name.
3. Birds have _____ to keep them warm and dry.
4. When I go swimming I wear a _____ suit.
5. The _____ man on T.V. said it would be warm and sunny.
6. _____ and _____ came to visit us.
7. Mother uses _____ to hang the wash on the _____.

feathers, grandmother, weather, mother, clothesline, brother's
clothespins, grandfather, bathing, father



LESSON 17 - (th) Voiced

I. Introduction

- A. Read the following fable, having the children listen for (th) words. Go over the story again listing these words on the board:

The Fox, The Hen, and The Drum

A fox was out looking for food and saw a hen scratching for worms at the foot of a tree. He hid in the thorn bushes near by and was about to spring out upon her, when a strange sound fell upon his ears. Now there happened to be a drum left there in the branches of that same tree, and when the south wind blew the branches beat upon the drum with a thumping sound.

The hungry fox reasoned to himself: "There must be a much bigger hen up in the tree than this one here in order to make a noise as loud as that. So I will let this little hen go, and bring down that larger bird for my supper."

Without further thought he rushed out of the thorn bush with a noise that put the hen to flight. Then after much jumping, he finally got up into the tree. High among the leaves, he found the drum, and fell upon it with his teeth. He ripped it open only to find that it was filled with nothing but air. The fox crawled away thinking it is better to be satisfied with a little rather than to be greedy for those things that sound bigger.

--Hindoo Fable

- B. Practice the voiced (th) with the vowels:

atha
ethe
ithi
otho
utho

ath
eth
ith
oth
uth

II. Discrimination

- A. Be an angry goose when you hear a word with the voiced (th) sound;

this	city	thou	there	thus
that	those	time	thine	word
learn	book	though	poem	than

- B. Where is it? Beginning? Middle? End?

thy	feather	breathe
smooth	bathe	though
leather	their	either

LESSON 17

III. Group Participation

- A. Read the following sentences, pronouncing the (th) words as marked. The children are to find the "mistake" and say the word correctly.

1. Don't put it here, put it over dere (there.)
2. My fader (father) is an airplane pilot.
3. See the blocks? I want to play with dem (them).
4. It is hard to breav (breathe.)
5. The weader (weather) man said it was going to rain.
6. The ocean looks very smoov (smooth) today.
7. I need to polish my black leader (leather) shoes.
8. A hot bath will soove (soothe) your aches and pains.
9. Please, don't break dat (that).

B. Riddles

1. If your uncle's sister isn't your aunt, what is she to you? (mother)
2. What is the difference between a dressmaker and a farmer? (She sews what she gathers. He gathers what he sows.)
3. Why does a chicken cross the road? (To get to the other side)
4. What does a flamingo do when he stands on one leg? (He holds up the other one)
5. What is the most important use for cowhide? (It holds the cow together)
6. Two people sat down on a log to rest. One was the father of the other, but the other was not his son. What kin were they? (father and daughter)
7. If Tom's father is Bob's son, what kin is Bob to Tom? (Tom's grandfather)

IV. Additional Activities for the Week

- A. Worksheet: Children are to cut out and paste the pictures beside the appropriate sentences:
- B. Use poem "The North Wind Doth Blow" and have children make a picture for each verse (either individually or as a group.)

The North Wind Doth Blow

The north wind doth blow,
And we shall have snow,
And what will the robin do then, poor thing?

He'll sit in a barn
And keep himself warm,
And hide his head under his wing, poor thing!

LESSON 17

The north wind doth blow,
And we shall have snow,
And what will the swallow do then, poor thing?
Oh, do you not know
That he's off long ago,
To a country where he will find spring, poor thing!

The north wind doth blow,
And we shall have snow,
And what will the dormouse do then, poor thing?
Roll'd up like a ball,
In his nest snug and small,
He'll sleep till warm weather comes in, poor thing!

The north wind doth blow,
And we shall have snow,
And what will the honey-bee do then, poor thing?
In his hive he will stay
Till the cold is away,
And then he'll come out in the spring, poor thing!

The north wind doth blow,
And we shall have snow,
And what will the children do then, poor things?
When lessons are done,
They must skip, jump and run,
Until they have made themselves warm, poor things!

--anonymous

C. Opposites:

1. The opposite of thick is _____. (thin)
2. The opposite of here is _____. (there)
3. The opposite of nothing is _____. (something)
4. The opposite of sickly is _____. (healthy)
5. The opposite of unfaithful is _____. (faithful)
6. The opposite of untruthful is _____. (truthful)
7. The opposite of south is _____. (north)
8. The opposite of age is _____. (youth)
9. The opposite of untruth is _____. (truth)
10. The opposite of life is _____. (death)
11. The opposite of sky is _____. (earth)
12. The opposite of poor is _____. (wealthy)

D. Review any of the activities from the four (th) lessons.

1. The f _____ was on the ground.

2. The th _____ says 72°.

3. The girl is walking down the p _____.

4. The stem has three th _____.

5. I lost my b _____ cap.

6. I must open my m _____ to speak.



LESSON 18 - (s)

I. Introduction

- A. Here is another sound we are going to learn. Let's see if you can guess what it is when you hear this poem.

Simple Simon

Simple Simon met a pieman,
going to the fair;

Said Simple Simon to the pieman,
"Let me taste your ware."

Said the pieman to Simple Simon,
"Show me first your penny,"

Says Simple Simon to the pieman,
"Indeed, I have not any."

Simple Simon went a-fishing
For to catch a whale;

All the water he could find
Was in his mother's pail!

Simple Simon went to look
If plums grew on a thistle;

He pricked his fingers very much,
Which made poor Simon whistle.

He went to catch a dicky bird,
And thought he could not fail,

Because he had a little salt,
To put upon its tail.

He went for water with a sieve,
But soon it ran all through;

And now poor Simple Simon
Bids you all adieu.

A good (s) sound is made with the tongue behind the teeth, it must stay behind the teeth - no peeking allowed. Repeat the poem and have the children say only the (s) sound with you. Repeat again and have the children pantomime.

- B. Let's say our new sound with the vowels:

sa

se

si

so

su

LESSON 18

II. Discrimination

- A. When you hear a word that begins with the (s) sound, pretend to be a teapot. If it doesn't begin with the sound, put your hands at your side.

send	sorry	gown	soap
song	second	what	some
plant	happy	seal	like
grade	every	saddle	salt
seven	sold	come	sink

- B. Where is it? Beginning? Middle? End?

same	faucet	sew	soap
such	miss	pass	rice
lesson	ice	yes	geese
facing	safe	saucer	bicycle
bus	dancer	pencil	stop

III. Group Participation

A. Riddles

- | | |
|--|-------------|
| 1. We use it to wash our hands and face. | soap |
| 2. Something we see in the sky on a clear day. | sun |
| 3. Another name for penny. | cent |
| 4. Something good for lunch. | soup |
| 5. Someone who comes at Christmas time. | Santa Claus |
| 6. Something to sing. | song |
| 7. A day of the week. | Saturday |
| 8. A place where mother washes dishes. | sink |
| 9. A kind of boat | sailboat |
| 10. The number that comes before eight. | seven |

- B. Have children do finger play with the following:

Eency Weency Spider

Eency weency spider
Went up the water spout.
Down came the rain and
Washed the spider out.

Out came the sun and
Dried up all the rain,
And eency weency spider
Went up the spout again.

LESSON 18

IV. Additional Activities for the Week

- A. Worksheet: Children are to read the story, naming the (s) picture words and then writing the words for the pictures at the bottom of the page.

- B. Read story of "The Farmer and His Sons" and have the children pick out words that begin with the (s) sound.

The Farmer and His Son

A farmer, being at death's door, desired to let his sons in on a secret of much worth. He called them round him and said, "My sons, I am shortly about to die; I therefore want you to know that in my vineyard there lies hidden a great treasure. Dig and you will find it. As soon as their father was dead, the sons took a spade and a fork and turned up the soil of the vineyard over and over again, searching for the treasure that was supposed to be buried there. They did not find any treasure, however. But the vines, after so thorough a digging, produced a crop the like of which had never been seen before.

--Aesop's Fables

C. Let's Rhyme

1. I am something that rhymes with halt. (salt)
2. I am something that rhymes with fun. (sun)
3. I am something that rhymes with bee. (see)
4. I am something that rhymes with feed. (seed)
5. I am something that rhymes with long. (song)
6. I am something that rhymes with mouth. (south)
7. I am something that rhymes with pity. (city)
8. I am something that rhymes with band. (sand)
9. I am something that rhymes with eleven. (seven)
10. I am something that rhymes with ballad. (salad)

- D. Read the following poems. Have children draw a picture of their favorite Mother Goose rhyme:

See, saw, Margery Daw
Sammy shall have a new master
He shall have but a cent a day
Because he can't work any faster.

Sing song, merry go round,
Here we go up to the moon,
Little Sammy a penny has found,
And so we'll sing a tune.

Sing, sing, what shall I sing?
The cat's run away with the string!
Do, do, what shall I do?
The cat has bit it quite in two.

Here's sulky Sue--
What shall we do?
Turn her face to the wall
Till she comes to.

LESSON 18

Smiling girls, rosy boys,
Come and buy my little toys,
Monkeys made of gingerbread
And sugar horses painted red.

Sing A Song of Sixpence

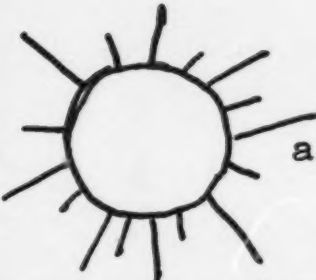
Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing;
Was that not a dainty dish
To set before the king?

The king was in the counting house
Counting out his money;
The queen was in the parlor,
Eating bread and honey.

The maid was in the garden
Hanging out the clothes;
Down came a blackbird
And snipped at her nose.

--Mother Goose

Soon it will be  almost every day.



will be closed and I will play alot. On

Saturdays I will go



with my big



I will wear my new



. When I play in the



I will look for



. Also in the summer I can



and



When fall comes



will start again and the



will stop for me once more. I will find my



and



and go back to learn and see my friends again.

Summer and fall are nice.

LESSON 19 - (s)

I. Introduction

- A. Listen for the (s) sound in the beginning of words as you hear this poem:

Merry Sunshine

"Good morning, Merry Sunshine,
How did you wake so soon?
You've scared the little stars away
And shined away the moon.
I saw you go to sleep last night
Before I stopped my playing;
How did you get way over there?
And where have you been staying?"

"I never go to sleep, dear child,
I just go round to see
My little children of the East,
Who rise and watch for me.
I waken all the birds and bees
And flowers on my way,
And now come back to see the child
Who stayed out late to play."

--Anonymous

Did you hear lots of (s) sounds in that poem? Let's name them.

- B. Now let's practice with the vowels:

sa se si so su

II. Discrimination

- A. Listen for the (s) sound and, like last week, pretend to be a teapot each time you hear the sound.

sack
city
number
play
scene

sell
any
sandal
take
sap

summer
that
say
soldier
sword

LESSON 19

B. Where is it? Beginning? Middle? End?

accident

promise

sight

curious

grocer

servant

secret

medicine

harness

voice

parcel

cereal

papoose

syrup

insect

III. Group Participation

A. Opposites

- | | |
|---------------------------------------|----------|
| 1. The opposite of happy is _____. | (sad) |
| 2. The opposite of north is _____. | (south) |
| 3. The opposite of stand is _____. | (sit) |
| 4. The opposite of healthy is _____. | (sick) |
| 5. The opposite of serious is _____. | (silly) |
| 6. The opposite of noisy is _____. | (silent) |
| 7. The opposite of brother is _____. | (sister) |
| 8. The opposite of hard is _____. | (soft) |
| 9. The opposite of daughter is _____. | (son) |
| 10. The opposite of winter is _____. | (summer) |

B. "I can say; I can do it." Let the children take turns saying and pretending to do, at the same time, the following:

1. I am singing.
2. I am sitting.
3. I am seeing.
4. I am seeking.
5. I am sewing.
6. I am sighing.
7. I am signing.
8. I am sorry.
9. I am surprised.
10. I am sad.

IV. Additional Activities for the Week

A. Bird - Fish - or Mammal

1. Seal

I live in the ocean.

I'm a mammal.

My feet are really flippers.

I can do tricks, like balancing
a ball on my nose.

Ladies like my soft fur for coats.

LESSON 19

2. Sea gull

I live near the sea.
I can fly a long way
I have long wings and webbed feet.
My bill is somewhat hooked.
I love to eat fish.

3. Sailfish

I live in warm waters and am
related to the swordfish.
Men like to catch me because
I'm big.
Perhaps you've seen me hanging
on someone's wall.
I have a beautiful large blue fin
along my back.
My fin resembles a big sail.

4. Sand piper

I am a bird who lives near water.
I like to wade in shallow water.
I run along the seashore looking
for sand fleas
I am a small brown bird with a
short tail
I can run almost as fast as I
can fly.

5. Salamander

I am an amphibian.
I scurry around in gardens.
I eat leaves and flowers.
I do not have scales; my skin
is soft and moist.
I look like a lizard, but am not.

B. Worksheet - Follow directions.

C. Poetry - Listen and learn; pick out words that begin with the (s) sound.

1. The man at the seashore said to me.
How many sandwiches grow in the sea?
I answered him as I thought good.
As many red sailfish as grow in the wood.

---Anonymous

LESSON 19

2. My mother said I never should
Play with gypsies in the wood;
If I did, she would say,
Sassy girl to disobey.
Your hair shan't curl
And your shoes shan't shine,
You gypsy girl, you shan't be mine.
And my father said that if I did
He'd rap my head with the teapot lid.
The wood was dark; the grass was green;
In came Sally with a tambourine.
I went to the sea - no ship to get across;
I paid 10 cents for a blind white horse;
I sat on his back and was off in a crack,
Sally tell my mother I shall never come back.

--Anonymous

3. We have a secret, just we three
The sparrow, and I, and the sweet spruce tree
The bird told the tree and the tree told me.
And nobody knows but just us three.

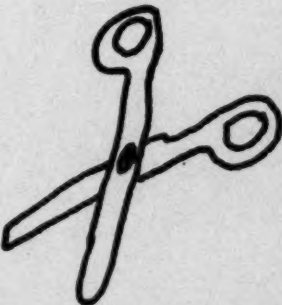
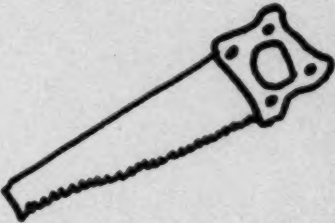
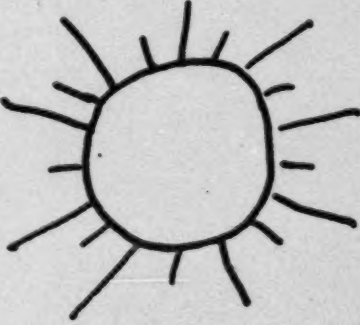
--Unknown

- D. Using the following verse, let the children choose three or four of the ideas depicted to illustrate.

1. I saw a peacock with a fiery tail.
I saw a blazing comet drop down hail.
I saw a cloud wrapped with ivy round.
I saw an oak creep upon the ground.
I saw a goldfish swallow up a whale.
I saw the sea brim full of ale.
I saw a Venice glass full 15 feet deep.
I saw a well full of men's tears that weep.
I saw red eyes all of a flaming feil.
I saw a house bigger than the moon and higher.
I saw the sun at 12 o'clock at night.
I saw the man that saw this wondrous sight.

---Anonymous

Read the sentences. Draw a line from each sentence to the corresponding picture. When you have finished, make up your own sentences using the (s) sound words.

	Sally washes with soap. Sam uses the scissors.	
	Simon has a saw. Sue sees a seal.	
	Sandy sees the sun. Sarah is seven.	
	Susan is six. Sonny has his socks.	

LESSON 20 (s)

I. Introduction

- A. In the following poem you are going to hear (s) sound, but instead of the (s) sound at the beginning of the words, we are going to listen for it in the middle of the words.

THE OLD GRAY PUSSY CAT

The old gray pussy cat, pussy cat, pussy cat,
The old gray pussy cat sat in the house.

The old gray pussy cat, pussy cat, pussy cat,
The old gray pussy cat, jumped at a house!

- B. Let's put our (s) sound in the middle of two vowels.

II. Discrimination

When you hear the (s) sound in the middle of the word, stand up. If you do not hear the sound, stoop down.

passing	lesson	grocer
racer	icy	possible
anything	lasso	touching
rubber	moving	receive
Lassie	everything	taking
mouth	birthday	tossing

III. Group Participation

- A. Fill in the correct answer with the word with the middle (s) sound.

- Lucy is very _____. (bossy, angry, happy)
- The eraser is _____. (here, missing, red)
- Mother is _____ Nancy. (hitting, hugging, kissing)
- The _____ is in the tank. (water, gasoline, oil)
- Sonny delivered the _____. (message, paper, mail)
- The _____ helps us. (fireman, milkman, policeman)
- To pay attention we must _____. (listen, hear, watch)
- Lassie is doing her _____. (work, chores, lesson)
- The _____ is in the garage. (car, bicycle, lawnmower)
- The cup and fork were next to the _____. (saucer, dish, plate)

LESSON 20

B. Pantomime - Teacher whispers activity to child. The class is to guess the activity.

- | | |
|-------------------------------|----------------------|
| 1. ride a bicycle | 6. put on a bracelet |
| 2. crow like a rooster | 7. show your muscle |
| 3. lasso a calf | 8. ride a see-saw |
| 4. put the gun in the holster | 9. play baseball |
| 5. listen to the teacher | 10. icing a cake |

IV. Additional Activities for the Week

A. Read the following three poems and have children draw pictures and then list all the middle (s) sounds.

CATKIN (s) PUSSY CAT MEW (s)

I have a little pussy,
And her coat is silver grey.
She lives in a great wide meadow
And she never runs away.

She always is a pussy.
She'll never be a cat,
Because--she's a pussy willow!
Now what do you think of that?

PUSSY CAT BY THE FIRE

Pussy cat sits by the fire;
How can she be fair?
In walks the little dog;
Says, "Pussy, are you there?
How do you do, Mistress Pussy?
Mistress Pussy, how do you do?"
"I thank you kindly, little dog,
I fare as well as you!"

Pussy cat Mew jumped over a coal
And in her best petticoat
burnt a great hole.
Poor Pussy's weeping, she'll have no more
milk
Until her best petticoat's
mended with silk.

B. Ask children to try to name as many proper names as possible that have the medial (s) sound. The following is a partial list:

Lassie	Melissa
Lucy	Missy
Bessie	Nancy
Tessie	Tracy
Susie	Spencer

C. Worksheet: Children are to cut out and paste the pictures next to the appropriate sentences.

LESSON 20

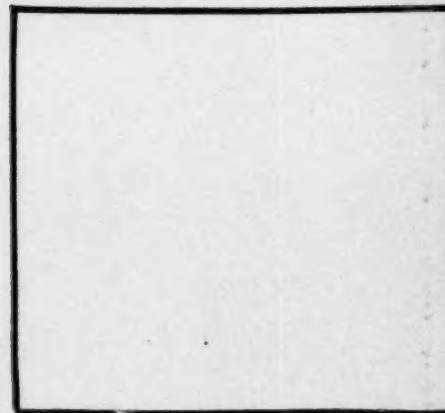
D. Picture sentences: Have children complete the following sentences by drawing a picture for the missing word.

1. Stop when you hear the policeman's _____. (whistle)
2. Stop, look both ways and _____ before crossing the street. (listen)
3. Walk your _____ across the street. (bicycle)
4. Look both ways before _____ the railroad tracks. (crossing)

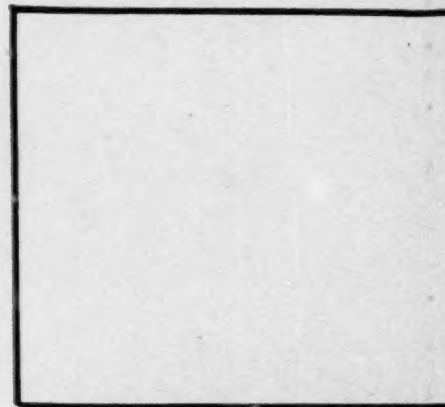
The lady bought a _____.



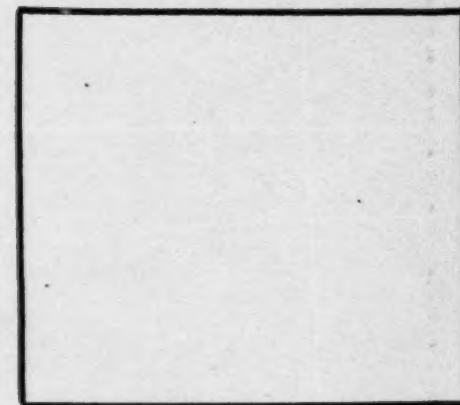
Jimmy has a new _____.



The _____ is hiding.



The boy lost his _____.



LESSON 21 (s)

I. Introduction

A. Today let's listen for (s) in the middle of the word.

Whistle

The Winds

"Whistle, daughter, whistle;

Mister East gave a feast;

Whistle, daughter dear."

Mister North laid the cloth;

"I cannot whistle, Mommy,

Mister West did his best;

I cannot whistle clear."

Mister South burnt his mouth

"Whistle, daughter, whistle;

Eating cold potato.

Whistle for a pound."

--Mother Goose

"I cannot whistle, Mommy,

I cannot make a sound."

--Mother Goose

B. Now let's put the sound between the vowels:

asa

ese

isi

oso

usu

II. Discrimination

When you hear the sound in the middle of the word, wave to me. If you don't hear the sound, fold your hands on top of your desk.

castle

electricity

answer

cage

outside

leaf

principal

window

except

passenger

gasoline

upset

bottom

bicycle

lesson

III. Group Participation

A. In each of the following sentences one nonsense word has been substituted for a medial (s) word. The children are to think of the appropriate word.

1. I clean the blackboard with a nacey.

(eraser)

2. I ride my nacey to school every day.

(bicycle)

3. We must remember to use our ears to nacey.

(listen)

4. The cup goes with a nacey.

(saucer)

5. You have to put nacey in a car to make it go.

(gasoline)

6. Please sharpen your nacey.

(pencil)

7. You buy food in a nacey store.

(grocery)

8. The nacey is a man who wears a badge and helps us.

(policeman).

9. We do our naceys in school every day.

(lessons)

10. When I am sick I take nacey to feel better.

(medicine)

LESSON 21

B. Rhyming

- | | |
|---|------------|
| 1. This is something that rhymes with glisten. | (listen) |
| 2. This is something that rhymes with faster. | (master) |
| 3. This is something that rhymes with mister. | (sister) |
| 4. This is something that rhymes with mossy. | (bossy) |
| 5. This is something that rhymes with prancer. | (dancer) |
| 6. This is something that rhymes with boaster. | (toaster) |
| 7. This is something that rhymes with bicycle. | (tricycle) |
| 8. This is something that rhymes with remember. | (December) |
| 9. This is something that rhymes with tassel. | (castle) |
| 10. This is something that rhymes with thistle. | (whistle) |

IV. Additional Activities for the Week

- A. Aesop's Fables - Read and have the children find words with (s) in the middle.

BROTHER AND SISTER

A certain man had two children, a son and a daughter. The boy was as good-looking as the girl was plain. One day, as they were playing together in their mother's bedroom, they chanced upon a mirror and saw their own faces for the first time. The boy saw what a handsome fellow he was, and began to boast to his sister about his good looks. His sister, on her part, was ready to cry with vexation when she was aware of her plainness, and she took his remarks as an insult to herself. She ran to their father and told him of her brother's conceit, and also accused him of meddling with their mother's things. He laughed and kissed them both, and said, "My children, learn from now on to make a good use of the looking glass. You, my son, strive to be as good as the glass shows you to be handsome; and you, my daughter, resolve to make up for the plainness of your features by the sweetness of your disposition."

- B. Worksheet: Children are to help policeman find all the pictures with the (s) sound in the middle by drawing a line from his hand to the picture.

- C. Compound Words: Put the two lists on the board. Children are to take a word from the first list and match it with one in the second list to make a new word. Each word should have the (s) sound in the middle when completed.

LESSON 21

mouse
door
sun
place
rice
grass
foot
yard
base
out

ball
mat
hopper
trap
set
side
berg
step
stool
stick

D. What's missing? Say the following words, omitting the (s) sound. Children can make a word when they put the (s) sound back in; then make a sentence for each one.

1. roo_ter
2. ga_oline
3. fa_ten
4. ca_tle
5. bra_elet
6. ba_ket
7. up_et
8. ba_eball
9. i_ing
10. pen_il



LESSON 22 (s)

I. Introduction

- A. Listen for our (s) sound in the following poem. Let's see if you can pick out the words with the (s) sound at the end.

(s)
My cousin Nance came from France
To teach me the Polka dance.
First the heels, then the toes,
Yes, that's the way the Polka goes.

--anonymous

- B. Let's say the sound at the end of the vowels.

as es is os oos

II. Discrimination

When you hear the (s) sound at the end of a word, cross your fingers in an "X" sign.

mouse	each	word	boss
cross	path	put	bath
lady	pass	kiss	bass
grass	face	are	twice
glass	north	moose	math
yes	necklace	race	mass

III. Group Participation: Quiz game

A. Fruits and vegetables

1. A leafy vegetable used for salads and you buy it by the head. (lettuce)
2. A long orange vegetable that comes in bunches. (carrots)
3. This fruit grows in bunches on vines and may be purple or green. (grapes)
4. This vegetable is green or yellow and rhymes with us. (asparagus)
5. This vegetable is dark red and round. (beets)

B. Animals

1. This animal is small, sometimes gray, brown or white and has a long tail. (mouse)
2. This animal likes to race and wears a saddle. (horse)

LESSON 22

3. This animal has wings and says "th-th-th". (goose)
4. This animal is large and has great, big antlers. (moose)
5. This is a reddish brown animal with a long bushy tail. (fox)

C. Playthings

1. Children's dolls live in this plaything. (doll house)
2. These take us places and each one has four wheels. (skates)
3. Children like to wear these on their feet when they play cowboys. (boots)
4. Many children use these to ride to school on. (bikes)
5. Very little children pretend they are cowboys on this. (rocking horse)

Pantomime: Call seven children to the front of the room. Give each one a day of the week and have him pantomime his section of the following poem:

Monday's Child

Monday's child is fair of face,
 Tuesday's child is full of grace,
 Wednesday's child is full of woe,
 Thursday's child has far to go,
 Friday's child is loving and giving,
 Saturday's child works hard for a living.
 But the child that's born on Sunday
 Will be bonny and good and gay.

--Mother Goose

IV. Additional Activities

A. Write the following sentences on the board. Have the children copy the sentences, circle only the word with the final (s) sound and draw a picture of the circled word in the space provided.

1. The boy had a .
 bath - bass
2. He rode through the .
 pass - path
3. See the on the tree.
 moss - moth
4. His is hurt.
 mouth - mouse
5. We read about the men.
 North - Norse
6. Her name is .
 Bess - Beth

LESSON 22

- B. Worksheet: Children are to match rhyming words by drawing a line between the correct pictures. Have children use the rhyming words in sentences. Example: The mouse lived in a house.
- C. Read the following story. The children may draw their favorite character or scene from the story.

The Brass Necklace

In a little house across the rice grass lived a family of mice. Their neighbors were Mr. Horse, Mr. Moose and Mrs. Goose. Once little Mouse and his niece played at the base of the fence. They were having an ice race. Little Mouse decided to be boss, so he said "Let's play 'Guess Who'." "Yes, of course," said his niece.

She ran to get ready. "I'll be Cinderella," she said. She painted her face, put on a lace dress and a glass shoe. But she couldn't find anything pretty for her neck. So she called Mrs. Goose who had nothing that nice, because her goose babies always needed something. "Try Mr. Horse," she said. "He has beautiful things that he has won at races."

Off she ran to see Mr. Horse. There he was - showing Mr. Moose a beautiful horse collar made of brass.

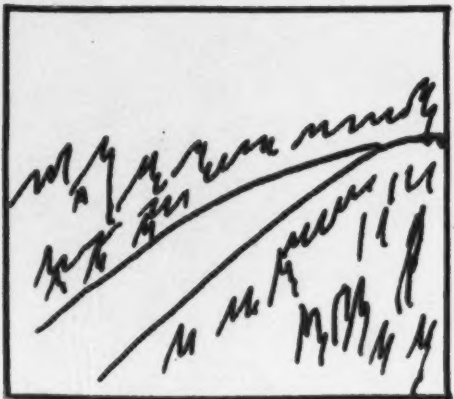
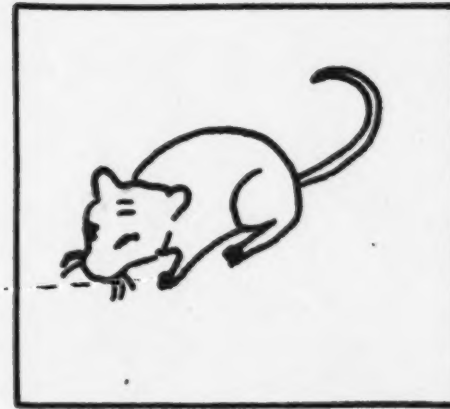
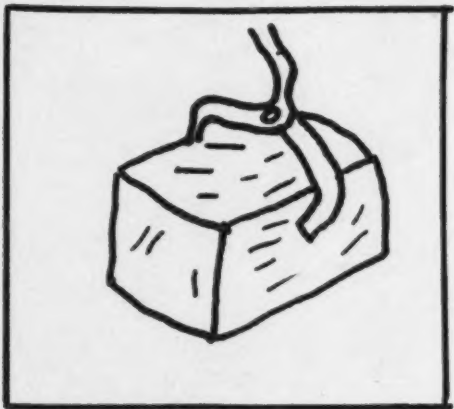
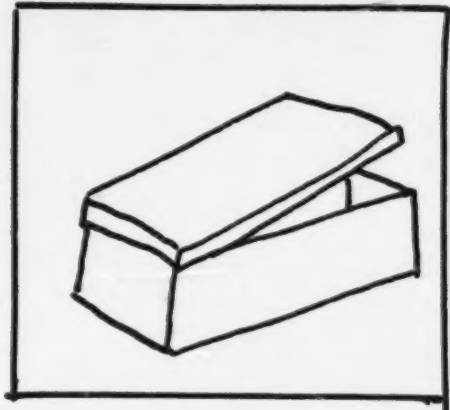
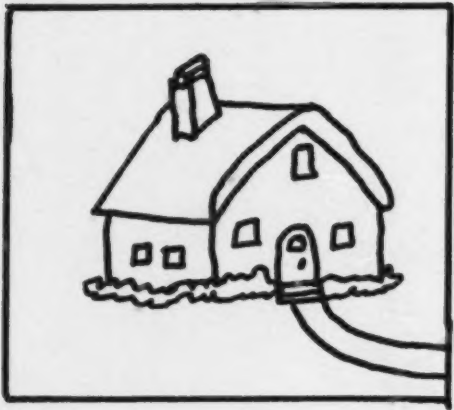
"Oh, this is lovely," said the pretend Cinderella. "Now if only I could wear a brass horse collar!"

Mr. Horse smiled and took one link off the collar. He placed it around the mouse's neck.

"Oh! Now I have a real Brass Necklace. I am truly Cinderella." She gave Mr. Horse a kiss and called to her uncle, "Guess Who! Little Mouse, guess who!"

- D. Write the following list of words on the board. Have the children write a new word by adding the (s) sound. Write a sentence using the new word.

cap
top
keep
walk
book
like
take
it
elephant
point



LESSON 23 (sl) (sm) (sn)

I. Introduction

- A. When you combine (s) with another consonant, we have an (s) blend. For each of the blends that we are going to cover today, I will read a poem. See if you can pick out each blend.

Sneezing

If you sneeze on Monday, you sneeze for danger;
Sneeze on a Tuesday, kiss a stranger;
Sneeze on Wednesday, sneeze for a letter;
Sneeze on Thursday, something better.
Sneeze on Friday, sneeze for sorrow;
Sneeze on Saturday, joy tomorrow.

--Mother Goose

Slowly

The clock ticks slowly, slowly in the hall,
and slower and more slow the long hours crawl;
It seems as though today
Would never pass away;
The clock ticks slowly, slowly in the hall.

--unknown

Smart Mr. Sire

There was a smart man, Mr. Sire
Who smelled a smoldering fire.
He smoked his pipe small
As he smacked his lips tall
And built up the fire much higher.

- B. Let's say the blends with the vowels:

sla	sma	sna
sle	sme	sne
slu	smu	snu
slu	sno	sni
slo	sme	sne
slu	sma	sna

II. Discrimination

When you hear a word with an (s) blend, cup your ear as if to listen.

small	come	slow
sleep	smart	flat
rope	snap	snail
snow	light	home
cramp	sling	smile

III. Group Participation

A. Riddles

LESSON 23

1. Something we do when we have a cold in the nose. (sneeze)
2. Something we do when we are tired. (sleep)
3. Another word for little. (small)
4. Something we use to ride on the snow. (sled, sleigh)
5. Something that goes with fire. (smoke)
6. Something that crawls very slowly. (snail)
7. Something that slithers on the ground. (snake)
8. Something we do when we are happy. (smile)
9. Something we wear on our feet. (slippers)

B. Pantomime

Children are to act out the following activities as the rest of the class tries to guess them.

slide	sleep	slip
smile	smell	smoke
snore	sneeze	snap

IV. Additional Activities for the Week

- A. Worksheet: Children are to put the number of the riddle that corresponds with the picture in the inner circle. Then they are to write the correct answer to the riddle in the space provided.
- B. Poetry: Read the poems. The children may pantomime them and draw pictures about them.

The Silent Snake

The birds go fluttering in the air,
 The rabbits run and skip,
 Brown squirrels race along the bough
 The May-flies rise and dip;
 But, whilst these creatures play and leap,
 The silent snake goes creepy-creep!

The birdies sing and whistle loud,
 The busy insects hum,
 The squirrels chat, the frogs say, "Croak!"
 But the snake is always dumb.
 With not a sound through grasses deep
 The silent snake goes creepy-creep!

--unknown

Falling Snow

See the pretty snowflakes,
 Falling from the sky;
 On the walk and housetop,
 Soft and snug they lie.

On the window ledges,
 On the branches bare;
 See how fast they gather,
 Filling all the air.

--unknown

- C. Have the children fill in the words to finish the sentences:

Babies are sm _____.
 Happy children sm _____.
 A chimney sm _____.
 Our noses sm _____.

(small)
 (smile)
 (smokes)
 (smell)

LESSON 23

Silk is sm_____.	(smooth)
Artists wear sm_____.	(smocks)
A turtle moves sl_____.	(slowly)
At night I sl_____.	(sleep)
On the ice I sl_____.	(slip, slide)
Santa rides in a sl_____.	(sleigh)
My coat has a sl_____.	(sleeve)
A fox is sl_____.	(sly)
White as sn_____.	(snow)
Slow as a sn_____.	(snail)
Angry dogs sn_____.	(snarl)
Smart aleks sn_____.	(sneer)
I run fast with sn_____.	(sneakers)
A laugh is a _____.	(snicker)

D. Brain Teasers

1. Snail

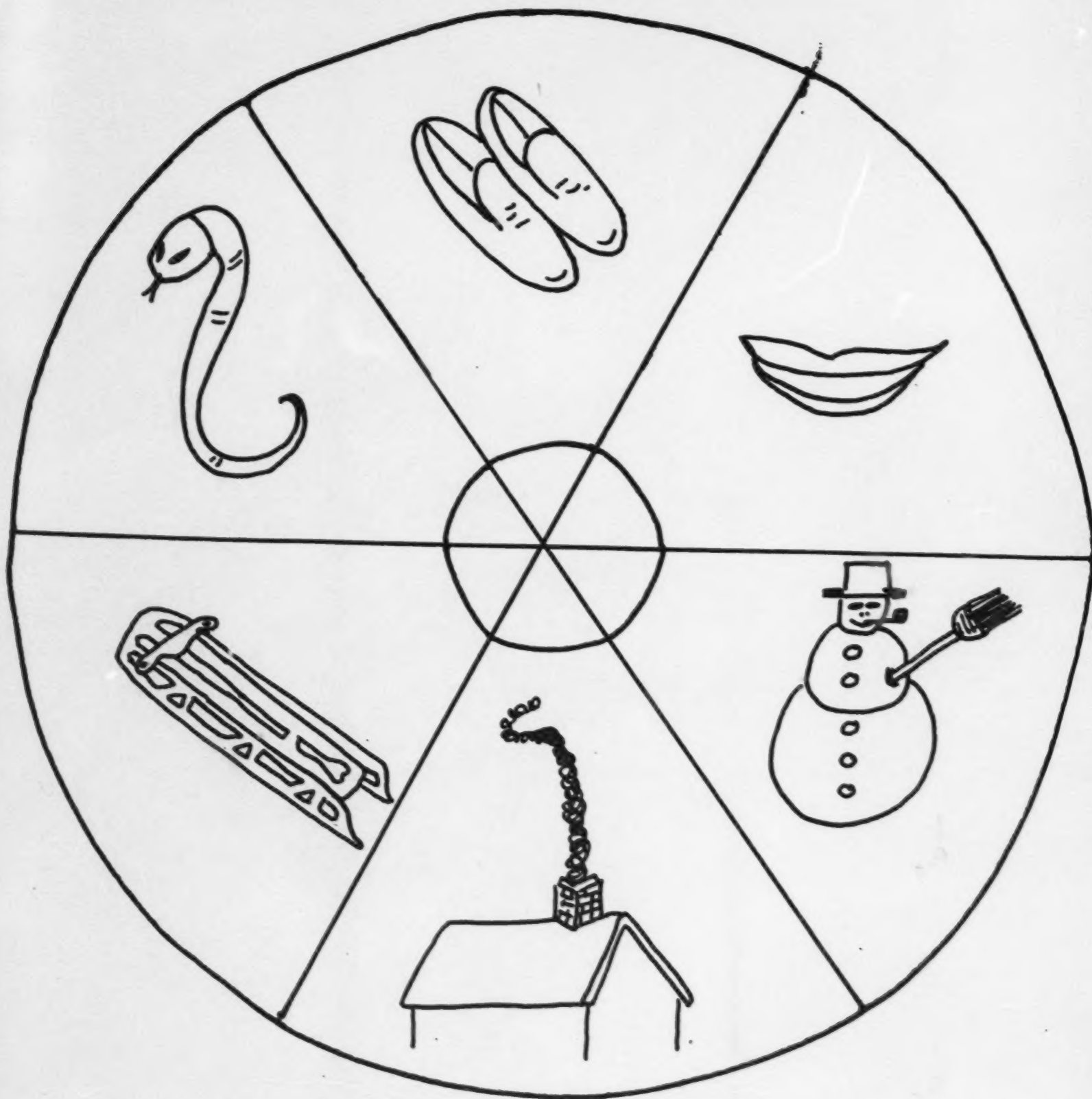
I'm of the Mollusk family.
I move very slowly.
My house is a round coiled shell.
I carry my house on my back.
My name starts with (sn) and ends with (l).

2. Snake

I'm very thin and long.
I do not have any feet or arms.
I have scales and usually crawl on the ground.
Sometimes I am poisonous.
If I rattle, I have diamond shaped marks on my back.

3. Sloth

I'm an extremely lazy animal.
I live in trees in the tropical forest.
I eat leaves and twigs.
I move so very slowly that I hardly look as if I'm moving at all.
My name starts with (sl) and ends with (th).



1. He is made of snow. _____
2. In the north it is used like a wagon. _____
3. These go on our feet. _____
4. It comes out of the chimney. _____
5. It shows we are happy. _____
6. This lives in a garden. _____

LESSON 24 (sw) (st) (str)

I. Introduction

- A. We are going to listen for some more (s) blends today. Can you guess which three we are listening for today?

Swan

Swan, swan, over the sea;
Swim, swan, swim!
Swan, swan, back again;
Well swum, swan.
--Mother Goose

Strange

My strong little house
Is on a straight street
Which goes by the stream.
Oh! What a strange treat.
--Mother Goose

Eggs, Butter, Cheese, Bread

Eggs, butter, cheese, bread,
Stick, stock, stone dead
Stick him up, stick him down,
Stick him in the old man's crown.
--Mother Goose

- B. Let's say the blends with the vowels:

swa	sta	stra
swe	ste	stre
swi	sti	stri
swo	sto	stro
swu	stu	stru

II. Discrimination

When you hear a word with an (s) blend, stoop down. Stand up if you don't hear an (s) blend.

swan	stamp	home
star	boys	stove
there	sweet	strike
street	string	swim
swift	stripe	stop

III. Group Participation

A. Riddles

- | | |
|--|-----------|
| 1. Something we do in the pool or ocean. | (swim) |
| 2. Another word for a large brook. | (stream) |
| 3. Something on which we cook. | (stove) |
| 4. Something we put on a letter. | (stamp) |
| 5. Something we wear to keep warm. | (sweater) |

LESSON 24

- | | |
|---|-----------------|
| 6. Something that is not crooked. | (straight) |
| 7. Something we use to go upstairs. | (stairs, steps) |
| 8. Something that goes on a kite. | (string) |
| 9. Something we do when we use a broom. | (sweep) |

B. Pantomime

sweep	strong	stoop
stop	swim	struggle
stroke	stand	swing

IV. Additional Activities for the Week:

- A. Worksheet: Children are to paste the pictures in the appropriate column (sweater and swan; star and stove; strainer and strawberries)

B. Poetry

Relativity

There was a young lady named Bright,
Who traveled much faster than light.
She started one day
In the relative way,
And returned on the previous night.

--anonymous

White Steeds

White steeds, white steeds,
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White steeds, white steeds,
Where do you go?

--unknown

C. Fill-ins

- | | |
|--|------------|
| 1. I wish upon a st_____. | (star) |
| 2. The red light tells us to st_____. | (stop) |
| 3. The green light says we can st_____. | (start) |
| 4. The Three Bears is a bedtime st_____. | (story) |
| 5. Before a baby walks he must be able to st_____. | (stand) |
| 6. I live on either an avenue or a str_____. | (street) |
| 7. A giant is big and str_____. | (strong) |
| 8. A foreign language sounds str_____. | (strange) |
| 9. A barn has a floor of str_____. | (straw) |
| 10. In baseball you get 3 str_____. | (strikes) |
| 11. Sugar is sw_____. | (sweet) |
| 12. A monkey moves from tree to tree by sw_____. | (swinging) |
| 13. A greyhound racing dog runs sw_____. | (swiftly) |
| 14. A large bird that swims in the park pond_____. | (swan) |
| 15. In the park pool we can go sw_____. | (swimming) |

LESSON 24

D. Brain Teasers

1. Swan

I am called a stately swimmer.
I usually have pure white feathers.
I swim in park lagoons or ponds.
My neck is gracefully curved as I swim.
I have a long slender neck and am very beautiful.

2. Stork

I am a very long legged bird.
I like to wade in water.
I am related to the ibis and the heron.
Sometimes I make my nest on chimneys.
Sometimes I'm pictured as carrying a baby, but I really don't.

3. Starfish

I live in the ocean.
I am a kind of marine animal.
I usually have 5 arms, but can have more.
I am not shaped like a fish.
I am shaped like a star.

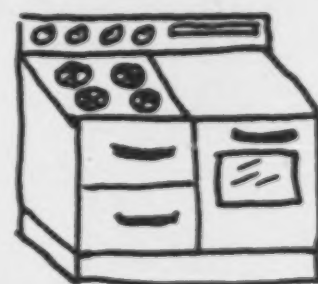
4. Stingray

I live in the ocean.
I have a long flexible tail.
My strong tail has a serrated bony spine.
I can sting severely with my tail.
I am sometimes called a sting-a-ree.

sw

st

str



LESSON 25 (Sp) (Spr) (Spl)

I. Introduction

A. Here are more (s) blends. Can you guess which ones?

Spinning

The spinning wheel goes round and round
It spins and spins all day.
It takes the golden thread and yarn
To make a sweater gay.

Spring is Coming

Spring is coming!
Spring is coming!
How do you think I know?
I found some pussy willows
So I know it must be so.

--unknown

Splash

Splash! splash! splish!
What a splendid fish!
Splash! splash! splish!
How I'd like him for my dish!

B. Let's put the blends with the vowels.

spa	spra	spla
spe	spree	sple
spi	spri	spli
spo	spro	splo
spu	spru	splu

II. Discrimination

Each time you hear an (s) blend, sprinkle the flowers.

wash	spell	spread
speed	sprinkle	splatter
sprain	turn	with
split	spider	spread
reach	splendid	splash

III. Group Participation

A. Riddles

1. The astronauts go into _____ . (space)
2. If we twist our ankle, it is called a _____ . (sprain)
3. When water falls on the floor it _____ . (splatters)
4. A little brown bird is called a _____ . (sparrow)
5. In the swimming pool the children like to _____ . (splash)
6. Mother makes the bed look pretty by putting on a _____ . (spread)
7. When I wash the windows they _____ . (sparkle)
8. My broken arm is in a _____ . (splint)
9. Often robins are the first sign of _____ . (spring)

B. Pantomime

spin around
spread out your arms
splash in a puddle
sprinkle the flowers
spank the doll
split the wood

IV. Additional Activities for the Week

- A. Worksheet - Children are to cut out the pictures and paste them next to the matching sentence.

B. Poetry.

Signs of Autumn

Scattered clouds in the scarlet sky.
Scampering squirrels on the ground.
Skating scholars out of school,
Signs of autumn all around.

If buttercups buzz'd after the bee
If boats were on land, churches on sea,
If ponies rode men, and if grass ate
the cows,
And cats should be chased into holes by
the mouse,
If the mamas sold their babies to the
gypsies for half-a-crown,
If summer were spring, and the other way
round,
Then all the world would be upside down.

--anonymous

LESSON 25

C. Fill-ins

I eat soup with a sp _____.	(spoon)
A web is spun by a sp _____.	(spider)
Dig with a sp _____.	(spade)
Money you save or sp _____.	(spend)
I open my mouth to sp _____.	(speak)
He mends the rope with a sp _____.	(splice)
A fir tree is a sp _____.	(spruce)
A little twig is a sp _____.	(sprig)
Some people eat brussel sp _____.	(sprouts)
It's beautiful! It's sp _____!	(splendid)

D. Brain Teasers

1. Spider

I am a kind of bug with 8 legs.
I do not have any wings.
I prey upon insects, especially flies.
My nest is a trap.
I spin my nest which is a beautiful web.

2. Sparrow

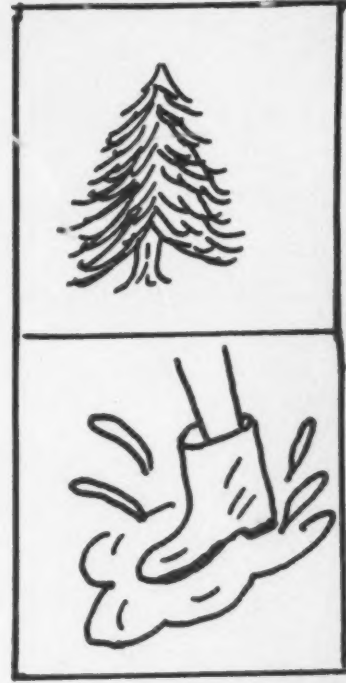
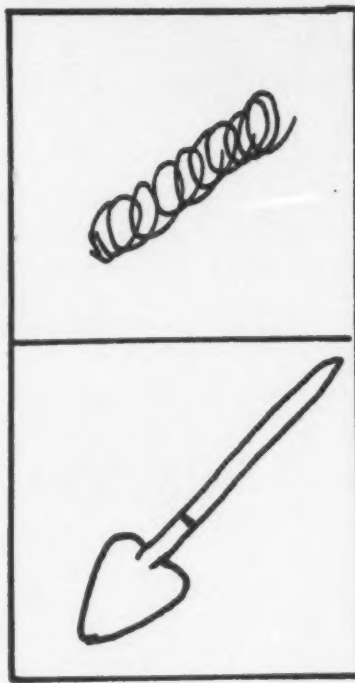
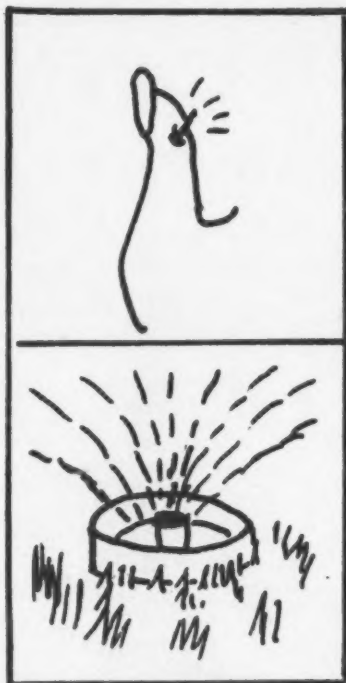
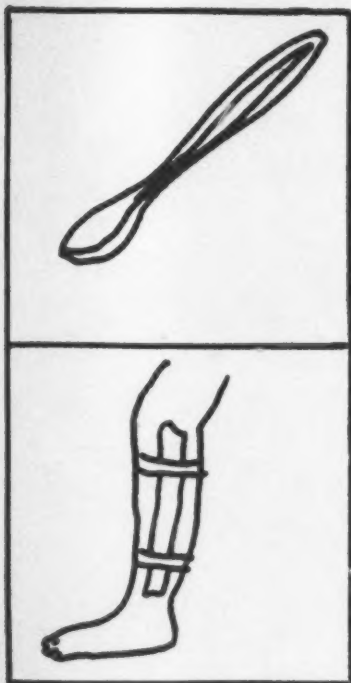
I am a very common bird.
I am very strong and hardy.
I like to fight with other birds.
I eat insects, but sometimes people call
me a pest.
My name starts with (sp) and ends with (o).

3. Spaniel

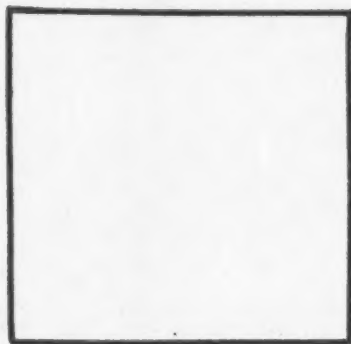
I am a certain type of dog.
I am of medium size.
I have long silky hair and droopy ears.
I am a good hunter in the fields or in the water.
I am a field, water, or cocker _____.

4. Sponge

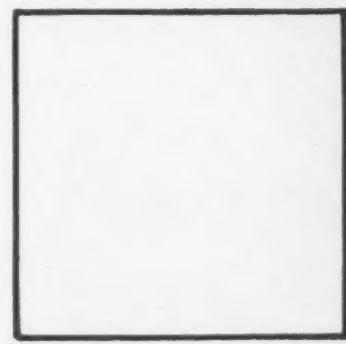
I live in water but I do not swim.
My skeleton is horny.
I have lots of holes like swiss cheese.
I am used to absorb water.
I begin with (s-) and end with (g).



1. The sprinkler keeps the grass green.



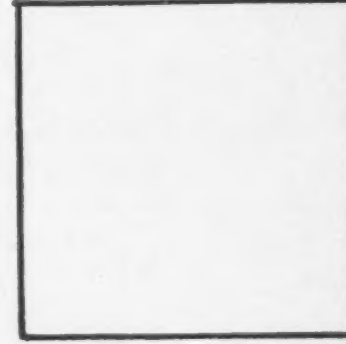
5. We dig a hole with the spade.



2. Don't splash in puddles.



6. Put the splint on his leg.



3. Please put the spoon in the drawer.



7. A spring is a tight coil.



4. A spruce tree grows tall.



8. A splinter hurts!



LESSON 26 (sk) (skw) (skr)

I. Introduction

A. These are the last of the (s) blends. Guess which ones you hear today.

Scratch

Scratch, scratch, scratch my back;
Rub it and scrub it hard, too.
If I scramble from the tub,
I'll run away from you.

Scolding

There was a Scotch lady from Bold
Who all the children did scold
She'd get on her skate
And skip thro the gate
With skirts flying round her, I'm told.

Squeaky Squirrel

Squeaky squirrel gave a sneeze
Squeaky squirrel gave a squeeze
Squeaky squirrel gave a squawk
When he saw the flying hawk.

B. Let's say the blends with our vowels.

sca	skra	skwa
sce	skre	skwe
sci	skri	skwi
sco	skro	skwo
scu	skru	skwu

II. Discrimination: When you hear a word with an (s) blend, hold up your left hand:

skirt	wash	scramble
rope	scratch	turn
skate	screen	scare
squirrel	reach	down
flat	squirt	squirm

LESSON 26

III. Group Participation

A. Riddles

- | | |
|---|-----------|
| 1. The place where we find the moon and the sun. | (sky) |
| 2. A shape with four equal sides is called a _____. | (square) |
| 3. A cat uses his claws to _____. | (scratch) |
| 4. We see a movie on a movie _____. | (screen) |
| 5. What is the sound of brakes stopping fast? | (screech) |
| 6. We can go 5 days a week to learn at _____. | (school) |
| 7. What our parents do when we have been naughty. | (scold) |
| 8. An Indian's wife is called a _____. | (squaw) |
| 9. One noise a mouse makes is _____. | (squeak) |

- B. Pantomime: One child is to act out the following activities as the rest of the class tries to guess what he is doing?

skip	scream	squeak
skate	scratch	squirm
scoot	scrub	squawk
scold	scramble	squeeze
scare	scrape	squeal
scamper	screech	
	scrawl	
	scribble	

IV. Additional Activities for the Week.

- A. Worksheet - Children are to cut out the pictures and paste them next to the matching sentence.

B. Poetry and Round

The Squirrel

Whisky, frisky,
Hippity hop.
Up he goes
To the tree-top!

Whirly, twirly,
Round and round,
Down he scampers
To the ground.

Furly, curly,
What a tail!
Tall as a feather,
Broad as a sail!

Where's his supper?
In the shell,
Snappity, crackity,
Out it fell!

--unknown

LESSON 26

Taking Off

The airplane taxis down the field
And heads into the breeze,
It lifts its wheels above the ground,
It skims above the trees,
It rises high and higher
Away up toward the sun,
It's just a speck against the sky
--and now it's gone!

--unknown

A Kite

I often sit and wish that I
Could be a kite up in the sky,
And skip upon the breeze and go
Whichever way I chanced to blow.

--unknown

Round: Scotland's Burning

Scotland's burning, Scotland's burning,
Look out, look out!
Fire, fire, fire, fire--
Pour on water, pour on water.

--unknown

C. Brain teasers

1. (Skunk)

I live in both woods and plains.
I eat insects, mice, fruit and grains.
You can smell me easier than you can see me.
I am black with white stripes on my sides.
When I am frightened, I emit a strong smell.

2. (Squirrel)

I can climb fast and jump far.
I can run both up and down a tree.
I eat nuts, plants, insects and mice.
I hibernate in the winter.
I have a fat, bushy tail and resemble a chipmunk.

LESSON 26

3. (Scorpion)

I have 8 legs so am not an insect.
I have a rather long, segmented tail.
I have a stinger at the very tip of my tail.
My sting is very poisonous.
I am a kind of a spider.

- D. Read the story of "Snatchy the Squirrel". This is a review of all the (s) blends. Have the children find all the (s) blend words.

Snatchy the Squirrel

Snatchy the squirrel sniffed the autumn air. "Smells a bit like snow, I must say. I'm glad I started early to store nuts. I have enough now to last me if the snow stays until late spring."

Snatchy lived in a small forest. There were lots of trees: tall and short trees, scraggly and smooth trees, straight and crooked trees.

Can you name some kinds of trees that grow in a forest in the north? Would there likely be any palm trees?

In Snatchy's forest there were oak, spruce, walnut, elm, maple and ash trees. Which of these trees do you think a squirrel would be most interested in? Do you know which ones have nuts? I'll read them again. You listen to see if you can guess.

Yes, the walnut trees have lots of nuts. The oak trees have nuts too, and they are called acorns. Do you know where a squirrel stores his nuts for the winter months? Yes, in the ground. And if he forgets where he stored one of his nuts, what might happen to it? Yes, a little tree would start to grow from that nut. Did you know that if you leave a coconut on the ground long enough a little palm tree will start to grow out of it?

In the forest where Snatchy lived there was a sparkling stream and next to it was a camping ground. Snatchy had scrambled around gathering nuts to store for so long that he was very tired. He had snooped around the camp and had spotted a hole in a screen door. It would be interesting to see what he could find to eat inside a house for a change. He waited until all the stars were out and lights all turned out and people asleep before he sneaked into the camp. He squirmed through the hole in the screen easily and found himself in a kitchen. There were scraps of food that had spilled onto the floor.

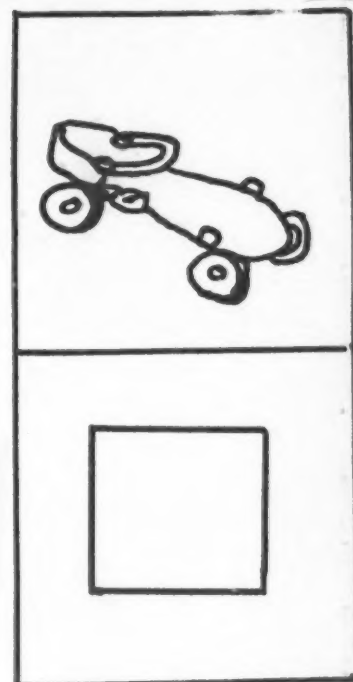
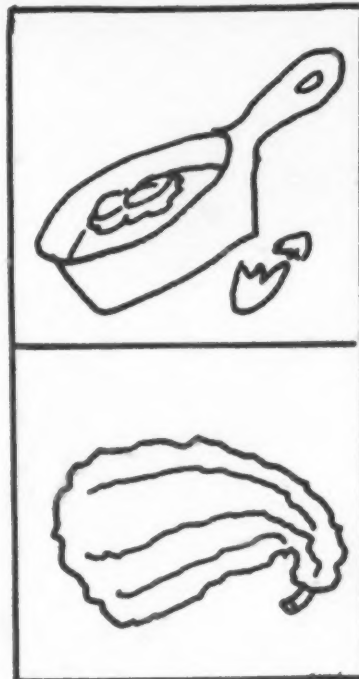
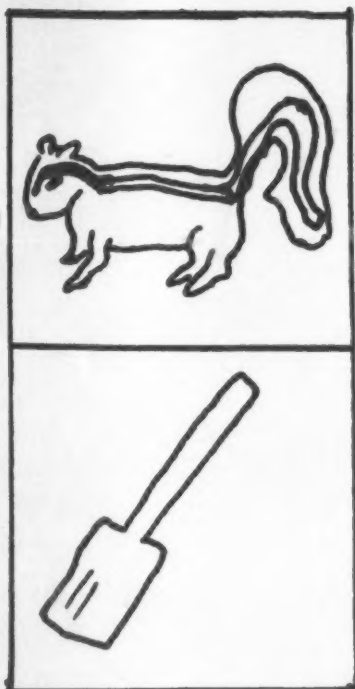
"Oh, this is fun," he thought, "and I am really helping--now they won't have to sweep the floor". Soon he sniffed something that had a familiar smell, and he found a pan of walnuts already shelled! He smothered a squeal of delight and started to eat the walnuts just as fast as he could.

LESSON 26

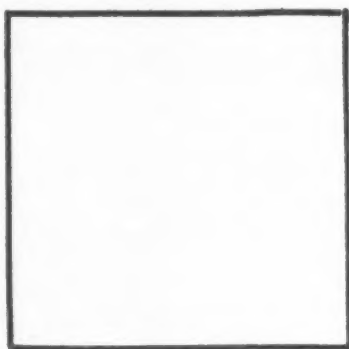
He didn't even take time to think that he was really stealing now. Someone had worked hard to shell those nuts, probably to use them in some cookies. So he smacked his lips as he ate nut after nut to his heart's content. Then, when he had completely satisfied his hunger and then some, he was sleepy. But when he tried to squeeze through the hole to get out he got stuck!

Now, what do you think happened? Did Snatchy have to sleep there stuck in the screen? Would he be scolded or spanked for stealing the nuts the next morning if he had to spend the night there?

Well, Snatchy did not despair, for he was a very smart squirrel. This is what he did. He took a very deep breath and then slowly let it all out, and before he took a new breath, he squirmed his skinnier self right out of the screen! Now that he was safely outdoors again, he took a deep breath, let out a squeal of happiness, and scampered back into the forest and had a long night's sleep.



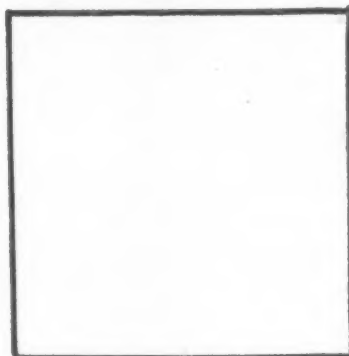
1. Scrambled eggs
are good to eat.



5. Jack has only one
roller skate.



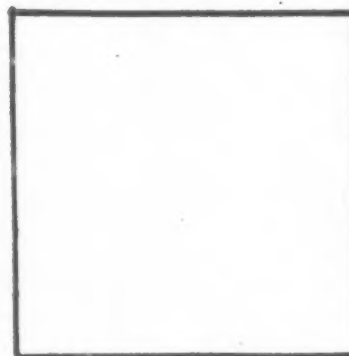
2. Squash is a
vegetable.



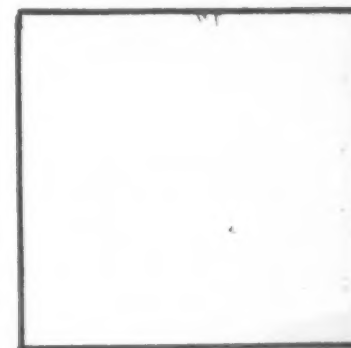
6. A square has
four sides.



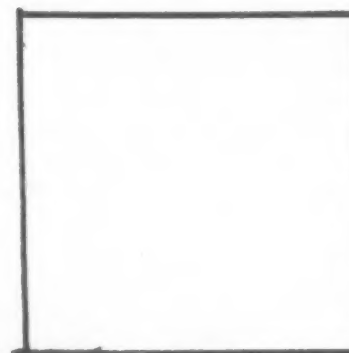
3. The squirrel
is eating a nut.



7. The skunk has a
strong smell.



4. Use the scraper
to clean the
bowl.



8. Sally has a new
skirt.



LESSON 27 (z)

I. Introduction

- A. Today we have another sound. See if you can guess it after hearing this poem:

The Zigzag Boy and Girl

I know a little zigzag boy,
Who goes this way and that;
He never knows just where he puts
His coat or shoes or hat.

I know a little zigzag girl,
Who flutters here and there;
She never knows just where to find
Her brush to fix her hair.

If you are not a zigzag child
You'll have no cause to say
That you forgot, for you will know
Where things are put away.

--unknown

Yes, our new sound is (z). It is made just like the (s) sound (remember - the tongue is not allowed to peek), but what speech helper do we add? The voice box. Let's all touch our voice boxes, make the buzzing sound and feel the vibrations.

- B. Now let's put our new sound with the vowels:

za ze zi zo zu

II. Discrimination

- A. When you hear the buzzing bee sound, pretend your hand is a bee and make it fly. If you don't hear the sound, keep your hand at your side.

zoo	zoom	then	drawing
clock	picture	only	them
zebra	zest	zinnia	zone
hand	zip	zero	this
zino	child	that	zigzag

- B. Where is it? Beginning, middle, end?

zipper	zero	buzz	Thursday
zoo	rose	because	zinnia
raisin	nose	zebra	Wednesday

LESSON 27

blaze	blizzard	prize	please
dozen	Tuesday	zone	lazy

III. Group Participation

A. What am I?

1. I am an animal with black and white stripes. What am I? (zebra)
2. I am a place where animals live. What am I? (zoo)
3. I am used to cut paper. What am I? (scissors)
4. I am a pretty red or yellow flower. What am I? (rose)
5. I am something mice like to eat. What am I? (cheese)
6. I am the day that comes after Tuesday. What am I? (Wednesday)
7. I am a word to use when asking for something. What am I? (please)
8. I am made of metal and help keep clothes fastened. What am I? (zipper)
9. I am another word for gift. What am I? (present)
10. I am a numeral and look like the letter o. What am I? (zero)
11. I am the opposite of hard. What am I? (easy)
12. I am the sound the bee makes. What am I? (buzz)

B. Read the story and review the (z) words:

The Flowers Surprise

This story happened one lazy, drizzling day probably on a Tuesday or Wednesday, maybe even on a Thursday, in a flower garden. The little flowers were about dizzy from it all. But the rose was having fun playing peek-a-boo as each raindrop ran zigzag across her nose and the tiny zinnia had a hazy look as she smiled cheese to tease the daisy.

This wasn't fun for the flowers until the big surprise which amazed them all. They heard a crazy applause and the reason for this was -- Mr. Buzz, the wizard of the bee kingdom, had come to visit and give a prize because these flowers were the only ones in his garden who said, "Please take me to make some one happy" as Mrs. Buzz used her scissors in selecting a bouquet.

This made the flowers so happy the raindrops began to sound like beautiful music.

IV. Additional Activities for the Week:

- A. Read the following poem and have the children join in on the "buzzy" words.

LESSON 27

Buzz, Buzz, Buzz

This is the song of the bee,

Buzz, Buzz, Buzz

A jolly good fellow is he,

Buzz, Buzz, Buzz

In days that are sunny

He's making his honey,

Buzz, Buzz, Buzz

In days that are cloudy

He's making his wax.

Buzz, Buzz, Buzz

--unknown

B. The teacher is to put the following sentences on the board. In the blank spaces, the teacher will read the three choices. The children are to choose the (z) or buzzing sound word.

- | | | |
|---|-------------------------------|----------------------------|
| 1. The _____ is in the _____. | pig
zebra
cow | zoo
cage
pen |
| 2. _____ up your _____. | button
fasten
zip | clasp
zipper
buttons |
| 3. That flower is a _____. | gardenia
tulip
zinnia | |
| 4. The airplane went _____. | zoom
swish
boom | |
| 5. Go slowly in a school _____. | street
playground
zone | |
| 6. The sound the sling-shot made was _____. | | zing
pop
bang |
| 7. He drew a _____ line. | zigzag
straight
crooked | |
| 8. The "Three Stooges" are _____. | funny
zany
happy | |
| 9. _____ is a numeral. | zero
four
two | |
| 10. A _____ is a musical instrument. | guitar
piano
zither | |

LESSON 27

C. Worksheet: Children are to cut out and paste the pictures in the appropriate column. Beginning, middle or end?

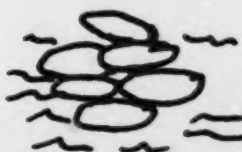
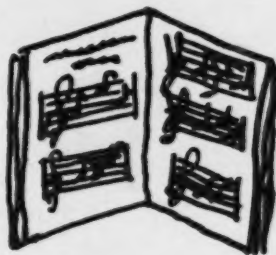
D. Rhymes

- | | |
|---|----------|
| 1. Animals live here and it rhymes with two. | (zoo) |
| 2. A favorite food of mice. It rhymes with tease. | (cheese) |
| 3. It goes up and down and rhymes with Flipper. | (zipper) |
| 4. It rhymes with hero and it means nothing. | (zero) |
| 5. A flower that rhymes with crazy. | (daisy) |
| 6. A reptile that rhymes with blizzard. | (lizard) |
| 7. A flower that rhymes with nose. | (rose) |
| 8. I am made of links and I rhyme with rain. | (chains) |
| 9. We all have two of them. They rhyme with wise. | (eyes) |
| 10. Panama is called the Canal _____. It rhymes with
cone. | (zone) |

Beginning

Middle

End



LESSON 28 (s) (z) Summary

I. Introduction

- A. We've talked a lot about the (s) and (z) sounds and today we are going to listen for both of them.

"The Clock of the Year"

(sandwich)
(sail)
(blossoms)
(passengers)
(porcelain)
(voice)
(zebra)
(so)
(Thursday)
(scissors)
(webs)
(nose)

The year is like a great round clock
The months are hours upon its face,
The days like minutes run away,
The hours like seconds raced.

Winters and summers,
Falls and springs,
Round and round
The great clock swings.

Listen! As month by month goes by
With falling leaf or frost or flower,
Or flake of snow or ray of sun
The clock strikes every hour.

--unknown

- B. Let's review the s and z sounds with our vowels:

sa	se	si	so	su
za	ze	zi	zo	zu

II. Discrimination - When you hear the (s) or (z) sound, buzz like a bee.

A. sandwich	yesterday	stop sign
zebra	actor	aloud
lady	spelling	cactus
fingers	buzzing	saddle
music	easy	always

- B. Where is it? Beginning, middle or end?

sorry	outside	across
present	miss	wise
homes	supper	weasel
daisy	zone	disappear
zipper	chase	seashore

LESSON 28

III. Group Participation

A. In each of the following sentences one nonsense word has been substituted for an "s" or a "z" word. The children are to think of the appropriate word.

- | | |
|--|--------------|
| 1. For lunch I have a coke and a <u>Sozooz</u> . | (sandwich) |
| 2. I like lettuce, celery, and tomato in my <u>Sozooz</u> . | (salad) |
| 3. When the orange tree blooms it is full of <u>Sozooz</u> . | (blossoms) |
| 4. The train carried many paying <u>Sozooz</u> . | (passengers) |
| 5. Flipper is a very famous <u>Sozooz</u> . | (pornoise) |
| 6. When I am hoarse, I lose my <u>Sozooz</u> . | (voice) |
| 7. An animal with stripes is a <u>Sozooz</u> . | (zebra) |
| 8. Lions, tigers, and elephants live in a <u>Sozooz</u> . | (zoo) |
| 9. The day that comes after Wednesday is <u>Sozooz</u> . | (Thursday) |
| 10. I cut paper dolls with <u>Sozooz</u> . | (scissors) |
| 11. Spiders live in spider <u>Sozooz</u> . | (webs) |
| 12. When I have a cold I have to blow my <u>Sozooz</u> . | (nose) |

B. Pantomimes:

- | | |
|-------------------------|-------------------------|
| 1. Sew a seam. | 13. Splash in a puddle. |
| 2. Sing a song. | 14. Spin around. |
| 3. Ride a bicycle. | 15. Spread your arms. |
| 4. Show your muscle. | 16. Skip and hop. |
| 5. Ride a horse. | 17. Scrub the floor. |
| 6. Throw a kiss. | 18. Squeeze the orange. |
| 7. Go to sleep. | 19. Zip the zipper. |
| 8. Snap your finger. | 20. Walk zig-zag. |
| 9. Smell a flower. | 21. Act lazy. |
| 10. Sweep the floor. | 22. Look surprised. |
| 11. Stoop to the floor. | 23. Buzz like a bee. |
| 12. Be a "strong" man. | 24. Raise your hand. |

IV. Additional Activities for the Week

A. Poetry: Read the poems to the children and have them draw pictures of their favorite ones.

One, He Loves (How many?)

One, he loves; two, he loves;
 Three, he loves. they say;
 Four, he loves with all his heart;
 Five, he casts away.
 Six, he loves; seven, she loves;
 Eight, they both love.
 Nine, he comes; then, he tarries;
 Eleven, he courts;
 Twelve, he marries.

--Mother Goose

Stars

The stars are tiny daisies high,
 Opening and shutting in the sky.
 The daisies are the stars below,
 Twinkling and sparkling as they grow.

--unknown

LESSON 28

"A Man of Words -----"

A man of words and not of deeds
Is like a garden full of weeds.
When the weeds begin to grow,
It's like a garden full of snow;
When the snow begins to fall,
It's like a bird upon the wall;
When the bird begins to fly,
It's like an eagle in the sky;
When the sky begins to roar,
It's like a lion at the door;
When the door begins to crack,
It's like a stick across your back;
When your back begins to smart,
It's like a penknife in your heart;
And when your heart begins to bleed,
You're dead, you're dead, you're dead indeed.

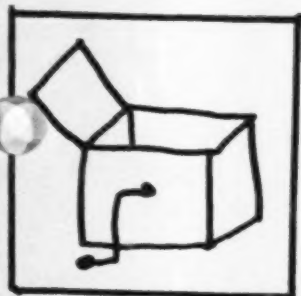
--anonymous

- B. Worksheet - Children are to cut out pictures and paste them in the correct place to complete the story.
- C. Aesop's Fable. Read the "Fox and the Stork" with the children and list all the words that have an s or z sound anywhere in the word.

The Fox and The Stork (Aesop Fable)

A fox invited a stork to dinner, at which the only fare provided was a large flat dish of soup. The fox lapped it up with great relish, but the stork with her long bill tried in vain to partake of the savoury broth. Her evident distress caused the sly fox much amusement.

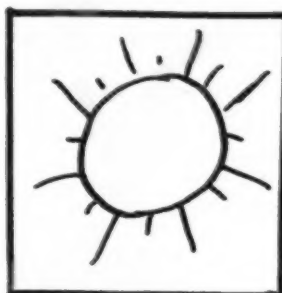
But not long after the stork invited him in turn, and set before him a pitcher with a long and narrow neck, into which she could get her long bill with ease. Thus, while she enjoyed her dinner, the fox sat by hungry and helpless, for it was impossible for him to reach the tempting contents of the vessel.



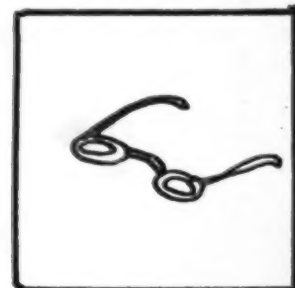
music box



sailboat



sun



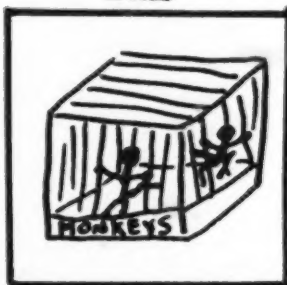
glasses



James



eyes



zoo



zebra

One day

went to the

. The

was

bright so he wore his dark

to protect his

. He took

his

because he wanted to sail it on the lake in the park at the zoo.

After he sailed his boat, he ran to see the animals. His favorite animal was the

because of his crazy stripes.

As he was leaving he heard music. To his surprise, it was the

of the music grinder and his monkey.

LESSON 29 - REVIEW

I. Introduction

- A. For two years now we have been talking about all the consonant speech sounds in the English language. We have spent this past year learning about some of these sounds. Today let's begin a review of these sounds.

II. Review of (sh) and (zh)

- A. Do you remember (sh) and (zh)? Who can tell us how these two sounds are made? What is the difference between them ((zh) uses the voice). What else can you tell us about these sounds?
- B. Let's see if we can say them with the vowels:

sha	zha
she	zhe
shi	zhi
sho	zho
shoo	zhoo

- C. Poetry: Children are to find all the words with the (sh) and (zh) sounds.

Curly Locks

Curly Locks, Curly Locks,
Wilt thou be mine?
Thou shalt not wash dishes
Nor yet feed the swine,
But sit on a cushion
And sew a fine seam
And feed upon strawberries,
Sugar and cream.

--Mother Goose

A Dream of Treasure

In my dreams I had a vision
Of sunken treasure off the coast.
But pirates boarded, with much persuasion,
And left me neither treasure nor boast.

- D. Sentence Completion: Children are to select the (sh) or (zh) words:

- | | |
|--|--------------------|
| 1. It is cooler in the _____. | (shade, sun) |
| 2. Many shells can be found on the _____. | (beach, seashore) |
| 3. It is better to be wise than to be _____. | (funny, foolish) |
| 4. It is a _____ to see you eat your dinner. | (pleasure, pity) |
| 5. Be quiet! There is too much _____. | (noise, confusion) |

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- | | |
|--|----------------------|
| 6. There was a loud _____ last night | (explosion, bang) |
| 7. When I fell I bruised my _____. | (elbow, shoulder) |
| 8. The school of fish is _____ in the ocean. | (splashing, jumping) |
| 9. Those eggs should be _____. | (fresh, new) |
| 10. It is a difficult _____ to make. | (argument, decision) |
| 11. Our new car is too long for the _____. | (garage, carport) |
| 12. Please _____ your paper carefully. | (cut, measure) |

III. Additional Activities for the Week

A. Review of (ch) and (j)

1. Discuss how each sound is made and what speech helpers are needed to make these sounds.
2. Put the sounds with the vowels:

cha	ja
che	je
chi	ji
cho	jo
choo	joo

3. Poetry

The Chee-Choo Bird

A little green bird sat on a fence rail
 Chee-choo, chee-choo, chee!
 Its song was the sweetest I ever have heard
 Chee-choo, chee-choo, chee!
 I ran for some salt to put on its tail
 Chee-choo, chee-choo, chee!
 But while I was gone, away flew the bird
 Chee-choo, chee-choo, chee!

--unknown

Mr. Jumping Jack

Mr. Jumping Jack is a very funny man,
 He jumps and jumps as fast as he can.
 His arms fly out, his feet fly too.

"Mr. Jumping Jack, How do you do?"

--unknown

4. Pantomime

- a. Can you lead a cheer?
- b. Can you jump like a frog?
- c. Can you chew some gum?
- d. Can you walk like a giant?

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- e. Can you talk like a chicken?
- f. Can you leap for joy?
- g. Can you march in a parade?
- h. Can you squeeze an orange?
- i. Can you catch a ball?
- j. Can you stand at attention like a soldier?

B. Review of (r) and (th)

1. Discuss how each sound is made and what speech helpers are needed to make these sounds.
2. Put the sounds with the vowels:

ra (voiceless)	tha (voiced)	th
re	the	the
ri	thi	thi
ro	tho	tho
roo	thoo	thoo

3. Poetry

Thirty Thousand Thoughtless Boys

Thirty thousand thoughtless boys
Thought they'd make a thundering noise;
So with thirty thousand thumbs,
They thumped on thirty thousand drums.

--unknown

Little Robin Redbreast

Little Robin Redbreast sat upon a tree.
Up went pussy cat, down flew he.
Down came pussy cat,
Away Robin ran
Says little Robin Redbreast.
"Catch me if you can."

--unknown

4. Rhyming

- a. Something for your hand and it rhymes with king. (ring)
- b. Something to eat and it rhymes with parrot. (carrot)
- c. Something in which to ride and it rhymes with far. (car)
- d. Something to help clean the house and it rhymes with zoom. (broom)
- e. Something in which a baby sleeps and it rhymes with ladle. (cradle)
- f. Something for the band and it rhymes with come. (drum)
- g. Something that swims and it rhymes with log. (frog)
- h. Something that grows and is green and it rhymes with lass. (grass)

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- | | |
|--|-----------|
| i. Something that is the name of the king's son
and it rhymes with rinse. | (prince) |
| j. Something that gives us shade and it rhymes with
bee. | (tree) |
| k. Something that is skinny and it rhymes with pin. | (thin) |
| l. Something we take to keep clean and it rhymes with
path. | (bath) |
| m. Something that means not here and it rhymes with
hair. | (there) |
| n. Something that comes from a bird and rhymes with
leather. | (feather) |

C. Review of (s) and (z)

1. Discuss how each sound is made and what speech helpers are needed to make the sounds.
2. Put the sounds with the vowels:

sa	za
se	ze
si	zi
so	zo
soo	zoo

3. Poetry

Buzz, Buzz, Buzz Merry Sunshine

This is the song of the bee, Buzz, buzz, buzz. A jolly good fellow is he, Buzz, buzz, buzz. In days that are sunny, He's making his honey, Buzz, buzz, buzz. In days that are cloudy, He's making his wax. Buzz, Buzz, buzz. --unknown	"Good morning, Merry Sunshine, How did you wake so soon? You've scared the little stars away And shined away the moon I saw you go to sleep last night Before I stopped my playing; How did you get 'way over there? And where have you been staying?" "I never go to sleep, dear child, I just go round to see My little children of the East, Who rise and watch for me. I waken all the birds and bees And flowers on my way, And now come back to see the child Who stayed out late to play." --anonymous
---	--

4. Opposites

- | | |
|--|-------|
| a. The opposite of happy is <u>sad</u> . | (sad) |
|--|-------|

LESSON 29

- | | |
|---------------------------------------|-----------|
| b. The opposite of question is _____. | (answer) |
| c. The opposite of ugly is _____. | (nice) |
| d. The opposite of earth is _____. | (sky) |
| e. The opposite of fast is _____. | (slow) |
| f. The opposite of big is _____. | (small) |
| g. The opposite of autumn is _____. | (spring) |
| h. The opposite of go is _____. | (stop) |
| i. The opposite of weak is _____. | (strong) |
| j. The opposite of sour is _____. | (sweet) |
| k. The opposite of busy is _____. | (lazy) |
| l. The opposite of wife is _____. | (husband) |
| m. The opposite of comes is _____. | (goes) |
| n. The opposite of foolish is _____. | (wise) |

D. General Review

1. The following poems may be used for review of all the sounds presented over the two year period. Have children find as many of the sounds as they can in each poem.

Poor Old Lady

Poor old lady, she swallowed a fly,
I don't know why she swallowed a fly,
Poor old lady, I think she'll die.

Poor old lady, she swallowed a spider.
It squirmed and wriggled and turned inside her.
She swallowed the spider to catch the fly.
I don't know why, I think she'll die.

Poor old lady, she swallowed a bird.
How absurd! She swallowed a bird.
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly,
I don't know why, I think she'll die.

Poor old lady, she swallowed a cat.
Think of that! She swallowed a cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider.
She swallowed the spider to catch the fly,
I don't know why, I think she'll die.

Poor old lady, she swallowed a dog.
She went the whole hog when she swallowed a dog.
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider.
She swallowed the spider to catch the fly.
I don't know why, I think she'll die.

LESSON 29

Poor old lady, she swallowed a cow.
I don't know how she swallowed the cow.
She swallowed the cow to catch the dog.
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider.
She swallowed the spider to catch the fly.
I don't know why, I think she'll die.

Poor old lady, she swallowed a horse.
She died, of course.

--anonymous

Stately Verses

If Mary goes far out to sea
By wayward breezes fanned,
I'd like to know--can you tell me?--
Just where would Maryland?

If Tenny went high up in air
And looked o'er land and sea,
Looked here and there and everywhere,
Pray what would Tennessee?

I looked out of the window and
Saw Orry on the lawn;
He's not there now, and who can tell
Just where has Oregon?

Two girls were quarreling one day
With garden tools, and so
I said, "My dears, let Mary rake
And just let Idaho."

A friend of mine lived in a flat
With half a dozen boys;
When he fell ill I asked him why.
He said, "I'm Illinois."

An English lady had a steed.
She called him 'Ighland Bay'.
She rode for exercise, and thus
Rhode Island everyday.

--anonymous

2. Use any of the material presented in the entire book, especially those activities which the children seemed to enjoy the most.